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ABSTRACT

Intended for parents of blind preschool children, the booklet lists games and activities to develop independence by means of tactual, aural, physical, self care, social visual, and mobility training. Activities are listed for the 3-year-old, the 4-year-old, and the 5-year-old under the specific skill developed. Instructions for particular games and recommended materials are listed after each section. Examples of activities include comparing the sizes of measuring cups, spoons, and pans (tactual), finding the mother by following the sound of her voice (aural), playing Simon Says (physical), feeding himself (self care), making friends (Social), using light cues to aid mobility (visual), and knowing his way around the house (mobility). A glossary of terms such as blindisms and educationally blind and a listing of Illinois agencies serving the visually impaired are also included. (DB)

Preschool Learning Activities for the Visually Impaired Child

A Guide f

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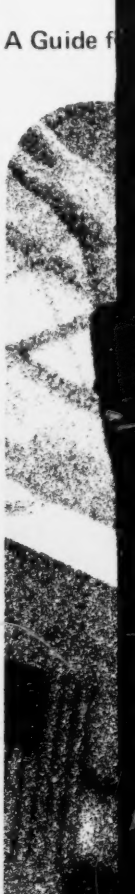

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A Guide for Parents

The Office of the
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Michael J. Bakalis
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PRESCHOOL LEARNING ACTIVITIES FOR THE VISUALLY IMPAIRED CHILD A GUIDE FOR PARENTS

Instructional Materials Center
Office of the Superintendent of Public Instruction
Michael J. Bakalis, *Superintendent*

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INDEX

Introduction	1
Hints to Parents	5
What Do I Touch?	7
What Do I Hear?/What Do I Say?	21
I Use My Body	33
I Can Do It	41
The Child Looks at Himself	51
What Do I See?	59
Let's Walk	65
Statewide Service for the Visually Impaired	83
Local Service for the Visually Impaired	87
Acknowledgements	88

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INTRODUCTION

This booklet is written for you, the parents of a blind child. The games and activities listed are for you to use with your child. They are valuable in the development of skills and abilities essential to his growth towards independence.

It is hoped that you will find these suggestions useful. There are many other toys and materials that are also good. Use them all. It is not necessary to set aside a special time. Make these activities a part of your day as you include your child in your routine. As you hang clothes he can hand the clothespins to you; possibly he can count them. Sorting silverware is an activity that helps him recognize likenesses and differences. Such activities can be done as you go about your household chores. It will also give your child a feeling of importance for he is helping his mommy or daddy.

Playing with brothers, sisters, and children in the neighborhood is vital to the child's growth. At first parents of other children may be fearful that the blind child will be hurt. As they see your child move around and play these fears are overcome.

When talking to your child do not avoid the use of the words **look** and **see.** It may seem awkward to ask a blind child to look at an object as he picks it up, but keep in mind that his method of examining (looking at) is through touching. You will find that he will say "Oh, let me see that!" or "Look at what I have!" as frequently as a seeing child. This is natural language so do not discourage it.

Some blind children do have usable vision; thus the section "What Do I See?" has been included. It is important to encourage the child to use whatever vision he has. Such vision (residual vision) is useful as the child learns to travel independently.

As you read the booklet you will see that games and activities are listed according to the types of skills they develop. The numbers listed after each activity refer to the list of materials at the end of each section. This list gives you the information you will need if you want to buy an item, if you want to know the words to a song or game, or if you want to know the author of a book. At the end of the booklet there is a complete list of all the games and materials. The page numbers tell where to find the activities in the book. Included also at the end of the pamphlet are a list of agencies which offer services to blind children and their parents, a suggested list of books for parents of blind children, and a glossary of terms.

Some of the activities listed instruct the child to use his right and left hand. When necessary change the directions if it is easier for the child to accomplish the task. Remember that the activities listed are only suggestions. You probably know many others including those your older children have played and those you remember from your childhood. Teach all of them to your child. It will be a pleasant time for him as well as for you.

Parent-teacher conferences answer questions.

Dear Parents:

As parents of a blind child you have many concerns. You probably worry about such things as your child's education, his safety, and what he will do when he finishes school. Your thoughts are natural. Parents of other blind children have the same concerns. The important thing is to take care of each problem as it arises. Help your child live each day; encourage him to try new activities; help him learn that he is an important part of his family. Dad, you are an important part of the team! Don't forget, your blind child needs you as much, or more, than the other children of your family. He will then be able to step away from home and enter the new world of school.

M. Bernadette Alber

HINTS TO PARENTS

Listed below are suggestions to help you, as parents, understand your child. The important thing is to help him grow toward independence.

Remember all children need to know both of their parents. Fathers, as well as mothers, are especially important to the blind child.

Encourage your child to talk about his feelings. Help him understand what happiness, anger, and sadness mean.

Hold your child: cuddle him, talk to him, kiss him. This is the best way to show your love for him.

Let your child know that you are proud of him and that he is important to you. This is done by the way you treat him, as well as by what you say to him.

Ask your child to help you. He can bring tools to his daddy, help mommy clear the table, or get a cookie for his little sister.

Ask the child to help you plan. Such questions as "What shall we have for supper?" or "Shall we feed the pigs or chickens first?" help the child feel useful and important.

Talk to your child about the things around him. Remember, he is not able to learn by watching. He learns from the things he hears and touches.

Explain to your child what is going to happen. He will be less frightened about a doctor's visit if he knows what to expect.

Do not excuse unacceptable behavior. The blind child must follow the same rules that his brothers and sisters follow.

When your child asks questions about his blindness, answer them in a clear, simple manner. Do not avoid talking about blindness with him.

Touching.

WHAT DO I TOUCH?

The blind child learns about his world through his hands. He picks up and handles a ball to tell that it is round. There is no other way for him to know what "round" means. Therefore, encourage your child to touch things. Let him walk about the house and look at tables, chairs, beds, cupboards, etc., everything that is part of his home. He is learning to tell how objects are alike and how they are different. Many of these skills will be useful to him when he goes to school and when he travels alone.

Although materials mentioned in this section may be purchased, many objects around the house may be used. Pans, lids, small boxes, spools, spoons, bolts, etc., can be used in place of costly toys.

"Daddy's shoe is big."

"I wear Mommy's big clothes."

WHAT DO I TOUCH?

WHAT SIZE IS THIS?

3-Year-Old

Help the child understand big, little, tall, long, short, same, and different.

Ask the child to compare objects around the house: "Daddy's shoe is big; mine is little." "I have a long ribbon; baby has a short one."

Let the child pick up and examine objects about the house. The child will not know the difference between a fry pan and a sauce pan, a stool and a ladder, or a hair pin and a bobby pin if he cannot touch them.

4-Year-Old

Talk about the words used to compare two things: bigger, smaller, longer, shorter, taller, and larger.

As the child walks about the house, point out how some rooms are large and others are small: "The living room is large; many people can sit there." "The closet is small; there is only room for your clothes."

5-Year

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Talk about the child's clothing: long and short sleeves, big and little buttons, long and short pants.

Show your child how clothing can be identified by the size of the buttons or zippers, by the texture, by the style of the collar . . .

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AT DO I TOUCH?

Old	4-Year-Old	5-Year-Old
e child understand big, l, long, short, same, and t.	Talk about the words used to compare two things: bigger, smaller, longer, shorter, taller, and larger.	When the child is ready, talk about comparing three or more objects: biggest, smallest, tallest, longest, and shortest.
child to compare ob- ound the house: s shoe is big; mine is lit- have a long ribbon; baby ort one."	As the child walks about the house, point out how some rooms are large and others are small: "The living room is large; many people can sit there." "The closet is small; there is only room for your clothes."	Continue to talk about the size of things around the child: "Our house is large, grandfather's house is larger, the apartment building is the largest of all."
child pick up and exam- cts about the house. The l not know the differ- tween a fry pan and a an, a stool and a ladder, pin and a bobby pin if ot touch them.		
ut the child's clothing: d short sleeves, big and tons, long and short	Show your child how clothing can be identified by the size of the buttons or zippers, by the texture, by the style of the collar . . .	Let your child play with old clothes, when he tries on one of daddy's shirts, talk about "how big it is." You can also let him try on his little brother's clothes and point out how small they are. Ask your child to do errands using tactual clues: "Bring your sweater with the zipper." "Please get the large cup with the handle."

WHAT DO I TOUCH?

WHAT SIZE IS THIS?

3-Year-Old

Ask the child to help put the groceries away. Compare the sizes of boxes, cans, etc. "Please put this big box of cereal on the table!" "What a large melon; can you carry it?"

Point out the different sizes of objects: "Our house is big; the doll's house is small." "The corn is high; the grass is short." "Here is your big toe; this is your little toe."

Match pieces of cloth. "Put all the big pieces in the box."

Give the child two objects such as two sticks. Ask him to show you the long one. Use other objects, such as pans, and ask for the big one.

4-Year-Old

Compare sizes of pets and animals: dogs, cats, cows, chickens, parakeets . . .

Your child will enjoy playing with circles, squares, and triangles. Begin playing with two or three of different sizes (1).

Compare objects: "This block tower is bigger than that one." "The ball is smaller than the doll."

Give the child more than two objects (three, four . . .). Ask him to give you the larger, the smaller . . . Change the game by giving him a group of blocks (three large, three small, three medium). Ask him to put all the large ones together, all the small ones together . . . Use other objects such as spools, spoons . . .

5-Year

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F DO I TOUCH?

d	4-Year-Old	5-Year-Old
ild to help put the away. Compare the xes, cans, etc. t this big box of ce- table!" "What a large n you carry it?"	Compare sizes of pets and animals: dogs, cats, cows, chickens, parakeets . . .	When the child is comparing things, have him use the right words: "This doll is big; that doll is bigger; this doll is the biggest."
ne different sizes of "Our house is big; the e is small." "The corn grass is short." ur big toe; this is your	Your child will enjoy playing with circles, squares, and triangles. Begin playing with two or three of different sizes (1).	The five-year-old should be able to tell the difference between sizes. To help him learn let him play with color cones (2), handy boxes (3) . . .
ces of cloth. "Put all ces in the box."	Compare objects: "This block tower is bigger than that one." "The ball is smaller than the doll."	Make paper chains for party decorations (4). See which is the longest.
ild two objects such ks. Ask him to show g one. Use other ob- as pans, and ask for e.	Give the child more than two objects (three, four . . .). Ask him to give you the larger, the smaller . . . Change the game by giving him a group of blocks (three large, three small, three medium). Ask him to put all the large ones together, all the small ones together . . . Use other objects such as spools, spoons . . .	

WHAT DO I TOUCH?

WHAT SIZE IS THIS?

3-Year-Old

Let the child examine things in the yard and in the neighborhood. Have him look at plants, grass, equipment, fences, gates . . .

4-Year-Old

Compare the sizes of measuring cups, spoons, pans . . .

Make objects from modeling clay (5) for comparison: a big ball, a bigger ball; a fat "snake," a fatter "snake."

Blow balloons of different sizes to compare.

Play "Mother May I" (6). Have directions include big and little, steps and jumps . . .

Talk about differences in sizes of things outside: "The tree is taller than the house." "The bus is longer than the car."

5-Y

Ask for box

It is obje she sort

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WHAT DO I TOUCH?

Year-Old	4-Year-Old	5-Year-Old
	Compare the sizes of measuring cups, spoons, pans . . .	Ask the child to choose boxes for gifts. He should choose the box that is just right in size. It is fun to have collections of objects such as stones, buttons, shells, bolts . . . They can be sorted by size.
	Make objects from modeling clay (5) for comparison: a big ball, a bigger ball; a fat "snake," a fatter "snake." Blow balloons of different sizes to compare. Play "Mother May I" (6). Have directions include big and little, steps and jumps . . .	Play the "thinking game." Ask the child to think of as many things as he can which are big or small.
et the child examine things in e yard and in the neighbor-ood. Have him look at plants, ass, equipment, fences, ates . . .	Talk about differences in sizes of things outside: "The tree is taller than the house." "The bus is longer than the car."	When shopping, talk with the child about how big the department store is, how little the candy store is . . .

WHAT DO I TOUCH?

WHAT SIZE IS THIS?

3-Year-Old

Teaching the child to string beads can be easy. Ask the child to hold the bead in his left hand and find the hole with his left index finger. With the right hand pick up the end of the string and put it in the hole. Use the left index finger to guide the string through the hole. If there is no tip on the string, wrap the end with tape or dip it in glue. It will be easier for the child to use.

A quiet activity your child will enjoy is stringing beads (8). At first give him only large and small beads. Ask him to put only the large beads on the string. You can also use large and small spools.

Read the books: *Big and Little* (9) and *The Little Book* (10).

4-Year-Old

Bead stringing activities can be more complicated (9)—two large round ones, a small one . . .

Other toys the child will enjoy playing with are Size Form Boards (12) and Variform Inset Trays (13).

Read the child stories such as *The Three Bears, Three Billy Goats Gruff,* and *The Three Little Pigs* (11) where size is emphasized.

5-Year-Old

WHAT DO I TOUCH?

WHAT SHAPE IS THIS?

3-Year-Old

Talk about simple shapes, such as triangles, squares, and circles (1). Ask, "How are they different?" "What toys have the same shape?"

Give the child a set of objects, and ask him to match the shapes that are alike. "All the circles go in the round can, the squares go in the box." (1)

Your child will enjoy playing with form board puzzles (16) or a postal station (17). He must put the pieces into the proper places.

4-Year-Old

When you talk with the child, point out such things as the corner of the square, three sides of the triangle . . .

Show the child the differences between shapes such as a square, a rectangle, and a triangle. Ask him to put all the triangles together. The shapes can be cut from cardboard or you can use Play Chips (14) or a Shape Sorting Box (15).

Point out the shapes of things around the child: "The windows are square." "The table is round, so is your plate."

Ask the child to trace around shapes or draw them in the sand.

Give the child small objects that are simple. Ask him to look at them and give you all the boxes, balls . . .

Play a game in which the child must pick out the shape which is different from the others.

5

AT DO I TOUCH?

r-Old	4-Year-Old	5-Year-Old
bout simple shapes, such angles, squares, and cir- 1). Ask, "How are they ent?" "What toys have the shape?"	When you talk with the child, point out such things as the corner of the square, three sides of the triangle . . .	Help the child understand more difficult shapes such as a rectangle, star, diamond. "The star has five points." "The diamond has four sides that slant" . . .
he child a set of objects, sk him to match the es that are alike. "All the s go in the round can, the es go in the box." (1)	Show the child the differences between shapes such as a square, a rectangle, and a triangle. Ask him to put all the triangles together. The shapes can be cut from cardboard or you can use Play Chips (14) or a Shape Sorting Box (15).	The child will need to be able to identify basic shapes. It will be helpful to him in traveling and learning.
child will enjoy playing with board puzzles (16) or a l station (17). He must put eces into the proper s.	Point out the shapes of things around the child: "The windows are square." "The table is round, so is your plate."	Make cut-and-paste designs using textured materials cut into shapes. Try velvet, satin, corduroy, cotton, or leather. If the child has some vision, he can arrange them by colors.
	Ask the child to trace around shapes or draw them in the sand.	
the child small objects that imple. Ask him to look at and give you all the boxes, . . .	Play a game in which the child must pick out the shape which is different from the others.	Let him play sorting games. He can use things from around the house or toys from the store.

WHAT DO I TOUCH?

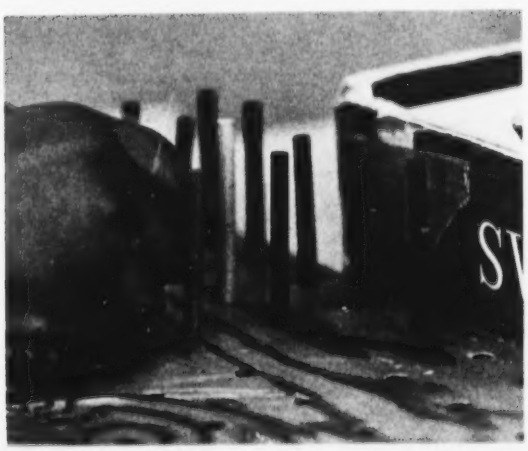
	3-Year-Old	4-Year-Old	5-Yea
WHAT SHAPE	You can also use objects around the house such as fruits, candies, pots, and pans. After a while use smaller objects such as square beads and round beads (8).	Change the bead activities so the child strings beads by shape such as two round, one square . . . (18)	Use sm child to When h check
			Point o around coins, e
	Let the child play with clay (5). Show him how to roll it and pull it; have him use his whole hand. At first he may not enjoy it; many children do not like the feel of clay the first time they play with and feel it. Have a cloth handy for him to wipe his hands.	Show him how to put balls of clay together to make animals. You can also use Play Doh which does not dry like clay.	Paper-m cult to v can ma with it. made b with a li
	Show the child building sets such as Lego School Sets (20), Lock-A-Blocks (21), and Rising Towers (22). Give the child several pieces and let him look at them. Have him use his right index finger to find the spot where the pieces fit together. Have him find the hole with his left index finger. Bring the two pieces together and snap them in place. Have the child build different objects.	Using building sets, have the child make a bridge and play with small cars or make rooms of a house and play with dolls.	Many ch pegboa how to p right ha using hi guide. A tern suc down th top," or him che

AT DO I TOUCH?

Old	4-Year-Old	5-Year-Old
also use objects around e such as fruits, can-ts, and pans. After a e smaller objects such e beads and round 3).	Change the bead activities so the child strings beads by shape such as two round, one square . . . (18)	Use smaller beads and ask the child to copy a longer pattern. When he is through, ask him to check to see if he is correct.
		Point out shapes in the things around him: tricycle wheels, coins, envelopes . . .
hild play with clay (5). n how to roll it and pull im use his whole hand. e may not enjoy it; ildren do not like the ay the first time they and feel it. Have a dy for him to wipe his	Show him how to put balls of clay together to make animals. You can also use Play Doh which does not dry like clay.	Paper-mache (19) is more difficult to work with, but the child can make interesting objects with it. Paper-mache can be made by mixing shredded paper with a little liquid starch.
child building sets Lego School Sets (20), Blocks (21), and Rising 22). Give the child sev-es and let him look at ve him use his right ger to find the spot e pieces fit together. find the hole eft index finger. Bring ieces together and m in place. Have the d different objects.	Using building sets, have the child make a bridge and play with small cars or make rooms of a house and play with dolls.	Many children enjoy playing with pegboards. The child is shown how to pick up a peg with his right hand and place it in a hole using his left index finger as a guide. Ask him to make a pattern such as "Fill all the holes down the side," "across the top," or "Copy a board." Have him check to see if he is right.

"It is round."

"At first I didn't like the feel of clay."



The pegboard is fun.

"What do I touch?"

WHAT DO I TOUCH?

	3-Year-Old	4-Year-Old	5-Ye
WHAT SHAPE IS THIS?	Read *Round As A Pancake* (23).	Multi-Sensory Cubes (24) and Fit-A-Space toys (25) (26) are useful.	Read your c Let hi ing Bo
TEXTURES	Use words such as soft, hard, sticky . . . As the child is dressing, talk about his clothing: "Let's wear your soft nylon sweater." "Here is your rough woolen jacket." Talk about the way flour, sugar, cake batter, soap, syrup . . . feel.	When you talk to the youngster, use words such as smooth, gooey . . . Make a "touch" scrapbook. Cover each page with some type of material. As you look at the book, ask the child to think of all the words he can tell about the fabric: "Velvet feels like my teddy bear." . . .	Play " cards One c be sa
	Let the child play in dirt, sand, mud . . . When playing, ask him to tell how it feels.		Have Ask h ferent and g use c corn) leave

HAT DO I TOUCH?

ear-Old	4-Year-Old	5-Year-Old
ad *Round As A Pancake* (23).	Multi-Sensory Cubes (24) and Fit-A-Space toys (25) (26) are useful.	Read *Book of Shapes* (27) to your child. Let him play with a Shape-Sorting Box (15).
e words such as soft, hard, cky . . . the child is dressing, talk out his clothing: "Let's wear ur soft nylon sweater." "Here our rough woolen jacket." k about the way flour, sugar, ke batter, soap, syrup . . . feel.	When you talk to the youngster, use words such as smooth, gooey . . . Make a "touch" scrapbook. Cover each page with some type of material. As you look at the book, ask the child to think of all the words he can tell about the fabric: "Velvet feels like my teddy bear." . . .	Play "Old Maid" with pairs of cards covered with material. One card, "the old maid," could be sandpaper.
the child play in dirt, sand, d . . . When playing, ask him ell how it feels.		Have the child make a collage. Ask him to arrange items of different textures on a cardboard and glue them in place. He can use cereals (rice, barley, popcorn), nature items (shells, leaves, stones) . . .

WHAT DO I TOUCH?

TEXTURES

3-Year-Old

Finger paints are fun. They can be bought at the store (28) or made at home (29). Have the child "tip toe" across the page on the tips of his fingers, take giant steps with the palm of his hand, move like a breeze. These games can be played with mud, whipped soap flakes, sand, or a mixture of dried peas and beans.

Give your child two cards which are covered with different materials such as velvet and wool. Talk about how they feel. One is soft, the other is rough. Ask him to give the soft one or the rough one to you.

4-Year-Old

Give the child clothing of different textures for her doll. Talk about how they feel and look as she plays with them.

Even bed linens can be identified by touch. "Your blanket is fuzzy." "My quilt is silky."

Feel and Match Discrimination Circles (31) are useful.

Talk with your child about the differences in the way grass, sidewalks, barnyards, and driveways feel as he walks on them.

Point out differences in seasonal changes: "How does it feel to walk on the snow?" "Don't slip on the ice."

5-Year-Old

Play texture

Talk about th
around the h
such as fruit
ture . . .

Help the chil
as he walks.
the sidewalk
house."

DO I TOUCH?

	4-Year-Old	5-Year-Old
ts are fun. They can t the store (28) or me (29). Have the e" across the page f his fingers, take with the palm of his like a breeze. These be played with mud, ap flakes, sand, or a ried peas and beans.		
ild two cards which with different mate- s velvet and wool. ow they feel. One is er is rough. Ask him oft one or the rough	Give the child clothing of different textures for her doll. Talk about how they feel and look as she plays with them. Even bed linens can be identified by touch. "Your blanket is fuzzy." "My quilt is silky." Feel and Match Discrimination Circles (31) are useful.	Play texture Lotto (30). Talk about the texture of things around the house, the school . . . such as fruits, vegetable, furniture . . .
	Talk with your child about the differences in the way grass, sidewalks, barnyards, and driveways feel as he walks on them. Point out differences in seasonal changes: "How does it feel to walk on the snow?" "Don't slip on the ice."	Help the child use tactile clues as he walks. "When you come to the sidewalk, turn to go to the house."

Tip-toe on the tips of the fingers.

Move like a breeze.

Use the palm of the hand.

Talk about the texture of things around the house.

"Be careful. The stove is hot."

Snow is cold.

Talk about the differences you can feel underfoot.

Exploring is important.

Paste a piece of felt on the door.

WHAT DO I TOUCH?

	3-Year-Old	4-Year-Old	5-Y
TEMPER-ATURE	Talk about changes in temperature. "Yesterday it was cold; today it is warm." "Your soup is hot; eat it before it gets cold." Safety is very important. Discuss the hot stove, the hot soup, the hot water. "Be careful! You may burn yourself."	Talk about the seasons and their temperature. "In the summer it is hot." "At Christmas it is cold." Continue to discuss safety. "Do not put your fingers in the toaster to get your toast."	Poi hot. bur Tell mo how you

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IN SCHOOL

Walk with your child along the path leading to the school door. The first few t
to hold the child's hand to point out how the sidewalk and grass feel as he wa

Let the child "look at" the door—point out any clues he can use to recognize

Walk through the corridors with the child. Point out and allow him to look at a
dows . . . in the hall near his room. Talk about different ways in which doors o
knobs, swing . . .

Take the child into the classroom and encourage him to explore the room. Ta
of the room as well as the location of equipment in the room.

Paste a piece of felt on the door so the child can easily identify his locker.

WHAT DO I TOUCH?

3-Year-Old

Talk about changes in temperature. "Yesterday it was cold; today it is warm." "Your soup is hot; eat it before it gets cold."

Safety is very important. Discuss the hot stove, the hot soup, the hot water. "Be careful! You may burn yourself."

4-Year-Old

Talk about the seasons and their temperature. "In the summer it is hot." "At Christmas it is cold."

Continue to discuss safety. "Do not put your fingers in the toaster to get your toast."

5-Year-Old

Point out different meanings for hot. "The peppers are hot; they burn your throat."

Tell the child about the thermometers. "One is used to see how warm it is outside; the other you use when you are sick."

Walk with your child along the path leading to the school door. The first few times you will have to hold the child's hand to point out how the sidewalk and grass feel as he walks to the door.

Let the child "look at" the door—point out any clues he can use to recognize his entrance.

Walk through the corridors with the child. Point out and allow him to look at all doors, windows . . . in the hall near his room. Talk about different ways in which doors open—push, pull, knobs, swing . . .

Take the child into the classroom and encourage him to explore the room. Talk about the size of the room as well as the location of equipment in the room.

Paste a piece of felt on the door so the child can easily identify his locker.

WHAT DO I TOUCH?

ACTIVITIES AND MATERIALS

1. Graded Circles, Squares and Triangles with Knobs; Creative Playthings.
2. Learning Tower, Childcraft Educational Corporation.
3. Handy Boxes, Responsive Environments Corporation.
4. Paper Chains, Ideal School Supply Company.
5. Modeling Clay, Milton Bradley Company.
6. Mother May I

   One child takes the part of "Mother." The others are the children. Mother stands at one end of the room, the others are across the room in a line. In turn, Mother instructs the children to move forward. She gives directions such as, "John, you may take three large steps." "Betty, you may take three baby steps." Before moving forward the children may ask, "Mother, may I?" Mother says either, "Yes, you may." or "No, you may not." The child then follows Mother's directions. If the child forgets to ask, "Mother, may I?" he loses his turn. The object of the game is to be the first to reach Mother. This child then takes the part of Mother.
7. Bead Assortments, Creative Playthings.
8. Jumbo Beads, Creative Playthings.
9. *Big and Little;* Kaufman, Joe; Golden Press; Copyright 1969.
10. *The Little Book;* Horvath, Sherl; Golden Press; Copyright 1969.
11. *The Three Bears, Three Billy Goats Gruff, Three Little Pigs;* Golden Press; Copyright 1967.
12. Size Form Boards, Ideal School Supply Company.
13. Variform Inset Placing Trays, Educational Teaching Aids, A. Daigger and Company.
14. Play Chips, Milton Bradley Company.
15. Shape-Sorting Box, Creative Playthings.
16. Form Board Puzzles, Playskool Division of Milton Bradley Company.

WHAT DO I TOUCH?

ACTIVITIES AND MATERIALS

17. Postal Station, Playskool Division of Milton Bradley Company.

18. Colored Beads, Playskool Division of Milton Bradley Company.

19. Paper-mache can be made by mixing shredded paper with a little liquid starch.

20. Lego School Sets, Responsive Environments Corporation.

21. Lock-A-Blocks, Childcraft Educational Corporation.

22. Rising Towers, Creative Playthings.

23. *Round As A Pancake;* Sullivan, Joan; Holt, Rinehart and Winston (Little Owl Book); Copyright 1963.

24. Multi-Sensory Cubes and Spheres, Ideal School Supply Company.

25. Junior Fit-A-Space, Constructive Playthings.

26. Fit-A-Space, Constructive Playthings.

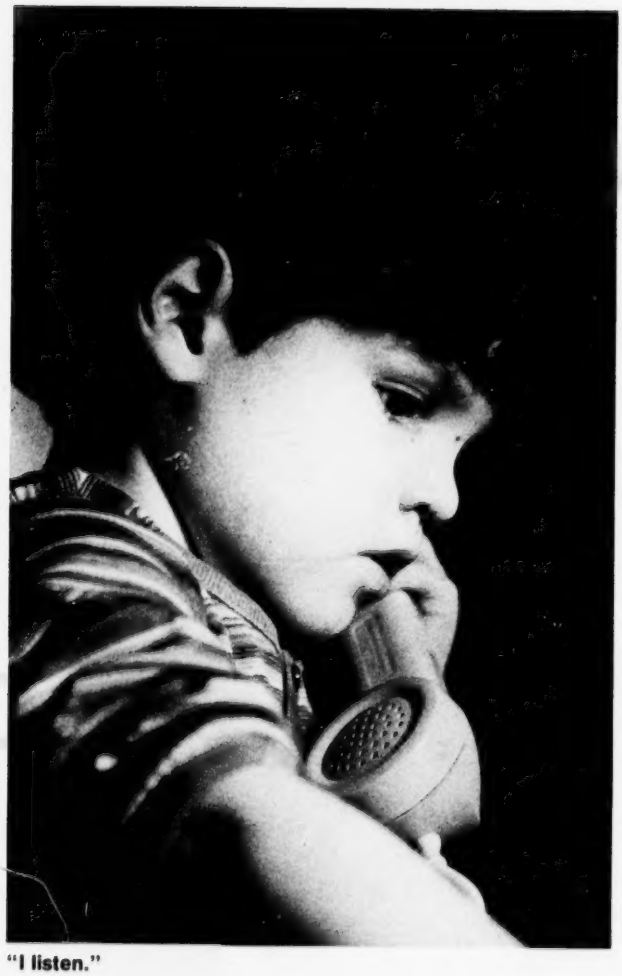
27. *Book of Shapes,* McGraw-Hill Educational Games and Aids.

28. Finger Paints, Responsive Environments Corporation.

29. To make finger paints use liquid starch mixed with powdered paint or food coloring.

30. To make textured Lotto divide a large cardboard into six or eight squares. Paste materials of different textures on each square. Cover small cards with the same materials. Ask the child to match the cards with the same material on the large board.

31. Feel and Match Discrimination, Educational Teaching Aids, A. Daigger and Company.



"I listen."

WHAT DO I HEAR? WHAT DO I SAY?

Listening carefully and using what is heard is an important part of your child's growth. He learns to identify sounds around him, to understand what the sounds mean, and finally to react to what he hears. Should he move away from the vacuum cleaner; should he answer the phone; should he come when called? At first he may only move when he hears certain sounds. As he gets older he learns other actions. Finally he learns to speak.

The ability to speak develops as the child understands the sounds he hears and imitates them. Speech is a natural outgrowth of this imitation. Good listening skills are not only important to the development of speech, but also to the development of good travel habits and skills. As your child travels, he will depend more on listening than any other skill. For these reasons, it is most important that you take time to help him learn to listen.

Which way did the ball go?

Where's the sound?

WHAT DO I HEAR?
WHAT DO I SAY?

	3-Year-Old	4-Year-Old	5-Ye
WHERE IS THE SOUND?	Have your child sit on a chair in the middle of the room. Stand behind him and say, "Where am I? Point to me!" Encourage him to point to you directly and immediately. When he is able to do this easily, begin to move away. Stand in the corner of the room; move into the hall . . .	Begin to move to other rooms of the house. When he is in the kitchen, go into a bedroom and call him. Do not tell him what room to go to. You want him to find you by following the sound of your voice. Let the child play with a "bell ball" (1). Have the child roll it away and then ask, "Which way did the ball go?" or "Point to the ball!" You can play this game using other objects such as a Corn Popper (2), drum (3), whistle, two spoons, or even clapping hands. To keep the child's interest, let him make the sounds and you go to him.	Conti game and f and S other he co Help soun what from Enco abou calle scho when usefu
		Help the child understand that certain sounds identify certain rooms: running water in the kitchen, the electric razor in the bath, the tick of the clock on the teacher's desk . . .	Help soun walks soun he is soun him h you n to hir

AT DO I HEAR?
AT DO I SAY?

Old	4-Year-Old	5-Year-Old
ur child sit on a chair in le of the room. Stand im and say, "Where am o me!" Encourage him o you directly and im- y. When he is able to do y, begin to move away. the corner of the room; o the hall . . .	Begin to move to other rooms of the house. When he is in the kitchen, go into a bedroom and call him. Do not tell him what room to go to. You want him to find you by following the sound of your voice. Let the child play with a "bell ball" (1). Have the child roll it away and then ask, "Which way did the ball go?" or "Point to the ball!" You can play this game using other objects such as a Corn Popper (2), drum (3), whistle, two spoons, or even clapping hands. To keep the child's interest, let him make the sounds and you go to him.	Continue to play listening games. Have the sounds softer and farther away. Play a "Hide and Seek" game. You go to another room, call to the child, and he comes to find you. Help the child try to locate the sound he hears. Ask him to tell what part of the house it comes from. Encourage the child to move about easily in the house when called. Going about the house or schoolroom on simple errands when called will help him feel useful and important.
	Help the child understand that certain sounds identify certain rooms: running water in the kitchen, the electric razor in the bath, the tick of the clock on the teacher's desk . . .	Help the child learn to use the sounds of his environment as he walks around the house. The sound of running water tells him he is near the bathroom; the sound of the baby's rattle tells him he is near the crib. At first you may have to go point this out to him.

WHAT DO I HEAR? WHAT DO I SAY?

	3-Year-Old	4-Year-Old	5-Y
WHERE IS THE SOUND?		Have him listen for sounds in the neighborhood and see if he can tell you what they are: bus, fire engine, children, farm animals . . .	
		Have the child do simple chores around the house such as turning off the radio. Listening for special sounds should be a part of these chores.	The sho ed: sch the
HOW ARE SOUNDS DIFFERENT?	Help the child learn different sounds. Let him play with several toys that make noise such as a drum (3), a bell, a stick. Hit the drum and tell him, "This is the drum." Do the same with the whistle and the stick. Then hit the drum and ask, "What sound was that?" Play the game until the child can easily tell the differences. At first you may have to use sounds that are very different, and you may have to begin with only two sounds, then add more.	Help the child recognize the differences in sounds around the house; the front and back door bells, someone walking up the stairs, someone walking in another room, a freight train, and a church bell.	It is able sou sou truc voic

AT DO I HEAR?
AT DO I SAY?

-Old	4-Year-Old	5-Year-Old
	Have him listen for sounds in the neighborhood and see if he can tell you what they are: bus, fire engine, children, farm animals . . .	
	Have the child do simple chores around the house such as turning off the radio. Listening for special sounds should be a part of these chores.	The chores which the child does should become more complicated: walking in line around the school, getting the mail when the mailman rings the bell . . .
e child learn different . Let him play with sever- that make noise such as (3), a bell, a stick. Hit m and tell him, "This is m." Do the same with the and the stick. Then hit m and ask, "What sound t?" Play the game until d can easily tell the dif- s. At first you may have ounds that are very dif- and you may have to be- only two sounds, then e.	Help the child recognize the differences in sounds around the house; the front and back door bells, someone walking up the stairs, someone walking in another room, a freight train, and a church bell.	It is important that the child is able to tell differences between sounds outside. Talk about the sounds such as a car and a truck, a horse and a cow, the voices of family and friends.

WHAT DO I HEAR?
WHAT DO I SAY?

	3-Year-Old	4-Year-Old
HOW ARE SOUNDS DIFFERENT?	Recognize yard equipment such as lawn mowers, hoses, sprinklers . . . by sound. Discuss safety factors: cars coming or going out of the driveway or garage, care taken around a lawn mower or snow blower.	
	Sesame Street Learning Kit (5), *Introduction to Musical Instruments* (6), and the Noisy Books (7) are very useful in teaching a child to listen carefully.	Toys such as See 'N Say (8), Talking Dolls (9) and *Sounds Around the Home* (10) are fun for the child.
WHAT DOES THE SOUND MEAN?	When walking and playing with the child, point out the sounds around him. Explain what they mean: the song of a bird, people walking, doors closing . . .	Take the child on trips. Talk about all the new sounds he hears. Encourage him to ask questions about them.

T DO I HEAR?
T DO I SAY?

d	4-Year-Old	5-Year-Old
e yard equipment such owers, hoses, . . . by sound. afety factors: cars going out of the drive- rage, care taken awn mower or snow		
treet Learning Kit (5), *on to Musical Instru-*, and the Noisy Books ry useful in teaching a ten carefully.	Toys such as See 'N Say (8), Talking Dolls (9) and *Sounds Around the Home* (10) are fun for the child.	
king and playing with point out the sounds m. Explain what they he song of a bird, peo- ng, doors closing . . .	Take the child on trips. Talk about all the new sounds he hears. Encourage him to ask questions about them.	Have the child sit very still. Then ask him to identify everything he hears: dripping water, footsteps in another room, the dog barking . . . Such activities or games will help the child understand what he hears. Make the games more complicated. The child will begin to identify family and friends by the sound of their walk.

WHAT DO I HEAR? WHAT DO I SAY?

HOW ARE SOUNDS DIFFERENT?

3-Year-Old

The small child will need to be able to identify sounds such as running water, flushing toilets, opening and closing of doors and windows, ringing telephone, voices of family and friends. If he is not able to do this, ask questions such as, "What am I doing now?" "Who am I?" . . .

4-Year-Old

Help the child identify sounds which are more similar, such as high and low notes on the piano, loud and soft voices, farm implements or birds singing.

Play a game in which the child tries to imitate sounds he hears.

5-Year-

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hears the

Your child cannot tell how a person feels by looking at his face. Play a game in which the child is asked to tell how the speaker must feel. Say something such as "Come here!" in different tones (friendly, angry, happy, sad . . .). Let the child have a turn.

Add different tones of voice. Don't get too co
child will be able to identify common emotion
The less common ones will be very difficult.

Encourage the child to recognize his toys by the sounds they make (the squeaker in the teddy bear, the bell in his pull toys, or the tune of the music box). The toys listed in the "Toys for the Development of the Young Blind Child" (4) are very helpful.

AT DO I HEAR?
AT DO I SAY?

r-Old	4-Year-Old	5-Year-Old
hall child will need to be identify sounds such as g water, flushing toilets, g and closing of doors ndows, ringing telephone, of family and friends. If ot able to do this, ask ns such as, "What am I ow?" "Who am I?" . . .	Help the child identify sounds which are more similar, such as high and low notes on the piano, loud and soft voices, farm implements or birds singing. Play a game in which the child tries to imitate sounds he hears.	Can he identify programs on television or radio when he hears their theme songs?
hild cannot tell how a per-ls by looking at his face. game in which the child is o tell how the speaker el. Say something such me here!" in different friendly, angry, happy,). Let the child have a	Add different tones of voice. Don't get too complicated. The child will be able to identify common emotions and feelings. The less common ones will be very difficult.	
age the child to recog- toys by the sounds they the squeaker in the teddy e bell in his pull toys, or e of the music box). The ed in the "Toys for the pment of the Young Blind (4) are very helpful.		

WHAT DO I HEAR?
WHAT DO I SAY?

	3-Year-Old	4-Year-Old	5-Ye
WHAT DOES THE SOUND MEAN?	Help the child follow simple directions. "When I say 'Go,' clap your hands. Do not stop until I tell you." You can change the game by having the child tap his knees, stamp his feet, sway left and right.	The games can be changed. Instead of saying "Go" and "Stop," use a bell. "When you hear the bell, start. The next time you hear the bell, stop." "If I clap my hands once, start. If I clap my hands twice, stop."	
	Ask the child to do simple tasks such as "Bring the ball to me." Do not repeat the direction; encourage him to do it right the first time he is asked.	Make the commands more difficult. Ask him to do several things, "Put the spoon in the drawer and put the cup in the sink." Don't repeat unless necessary. It is important that he understand what is said to him.	The c more that h you a
	Listen to outdoor sounds: birds, dogs, cats, buses . . . Try to imitate the sounds. "The cat says _____." The child responds, "Meow."	Point out how sounds can be helpful: "When the freight train is passing it is also time for lunch." "The church bell tells you Daddy will soon be home." Point out that opening and closing of gates often means that people are coming and going.	Point rain, Whe at ob soun when mow used It is i ster tors whis abou what hear

AT DO I HEAR?
AT DO I SAY?

-Old	4-Year-Old	5-Year-Old
ne child follow simple ons. "When I say 'Go,' our hands. Do not stop tell you." You can change me by having the child tap ees, stamp his feet, sway d right.	The games can be changed. Instead of saying "Go" and "Stop," use a bell. "When you hear the bell, start. The next time you hear the bell, stop." "If I clap my hands once, start. If I clap my hands twice, stop."	
e child to do simple tasks s "Bring the ball to me." repeat the direction; rage him to do it right the me he is asked.	Make the commands more difficult. Ask him to do several things, "Put the spoon in the drawer and put the cup in the sink." Don't repeat unless necessary. It is important that he understand what is said to him.	The child may be asked to do more than three things. Be sure that he is able to do all the tasks you ask him to do.
to outdoor sounds: dogs, cats, buses . . . imitate the sounds. "The ys _____." The child nds, "Meow."	Point out how sounds can be helpful: "When the freight train is passing it is also time for lunch." "The church bell tells you Daddy will soon be home." Point out that opening and closing of gates often means that people are coming and going.	Point out the sounds of wind, rain, sleet . . . When possible, let the child look at objects which make the sounds he hears: the tractor when it is in the shed, the lawn mower when it is not being used . . . It is important that your youngster understand the safety factors of sounds such as sirens, whistles, and bells. Talk about them and teach him what he should do when he hears them.

WHAT DO I HEAR? WHAT DO I SAY?

	3-Year-Old	4-Year-Old	5-Year
WHAT DOES THE SOUND MEAN?		Play "Mother May I?" (11).	Activitie *Rhythm*
IS THE SOUND IMPORTANT?	Can the child pick out important sounds when there are many other noises? Can the child hear the ticking of the clock when other children are playing? Does he hear Daddy's car drive in when other cars are passing on the street?	Call to your child when he is playing with other children. Does he hear you and come? Ask him to pick out the sound of a bus or truck from other traffic noises.	Even wh sounds pick out tell wha
	Talk about safety around the home: "When you hear the fan, you must not touch it!" "Don't put your fingers where the beaters are; you may hurt yourself!"		Talk abo ing soun is runnin machine
WHAT DO I HEAR?		Play *What Do I Hear?* (13). Each person takes a turn.	

AT DO I HEAR?
XT DO I SAY?

ld	4-Year-Old	5-Year-Old
	Play "Mother May I?" (11).	Activities in *Educational Rhythmics* are useful (12).
hild pick out important hen there are many ses? Can the child hear g of the clock when dren are playing? Does addy's car drive in er cars are passing on ?	Call to your child when he is playing with other children. Does he hear you and come? Ask him to pick out the sound of a bus or truck from other traffic noises.	Even when there are many sounds around can the child pick out the important ones and tell what they mean?
t safety around the When you hear the nust not touch it!" t your fingers where s are; you may hurt		Talk about safety factors involving sounds: "When the motor is running, you do not touch the machine."
	Play *What Do I Hear?* (13). Each person takes a turn.	

WHAT DO I HEAR?
WHAT DO I SAY?

	3-Year-Old	4-Year-Old	5-Y
WHAT DO I HEAR?	When the child meets someone, tell the child who it is. Play the game, "Hello, I am ____!" When the child has been playing with other children, ask him to name his friends.	In school the child can play the "Who Am I" game with more children. The game can be varied. Have one child say, "I have the puzzle!" The question asked is, "Who has the puzzle?"	Sho phor able and thro he s for t help
HOW DO I ANSWER?	Ask the child to answer questions. Encourage him to speak in short sentences.	Play the "opposite" game. You say a word and your child says the opposite, such as hot-cold, up-down . . .	Be s his f phor Enc sen
	Teach your child simple songs and rhymes. Ask him to say them.	Your child will enjoy telling about what he has done. Encourage him to tell as much as possible.	Ask ries

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DO I HEAR?
DO I SAY?

	4-Year-Old	5-Year-Old
hild meets someone, d who it is. Play the lo, I am ____!"	In school the child can play the "Who Am I" game with more children. The game can be varied. Have one child say, "I have the puzzle!" The question asked is, "Who has the puzzle?"	Show the child how to use the phone correctly. He should be able to answer it when it rings and hang up properly when he is through. In case of emergency, he should know how to dial "O" for the operator and ask for help. Recognition of voices is an important way the child learns to identify people. Talk about the way people's voices are different.
ld to answer questurage him to speak in nces.	Play the "opposite" game. You say a word and your child says the opposite, such as hot-cold, up-down . . .	Be sure he knows and can say his full name, address, and phone number. Encourage your child to speak in sentences.
child simple songs . Ask him to say	Your child will enjoy telling about what he has done. Encourage him to tell as much as possible.	Ask him to tell his favorite stories.

WHAT DO I HEAR?
WHAT DO I SAY?

3-Year-Old 4-Year-Old 5-Year-Old

WHAT DO I HEAR AT SCHOOL?

Talk with the child about school sounds: children on the playground, lines in the hall, music rooms, sound of the bell . . . The blind child is often afraid of the fire bell. Talk with the child about it. Help him understand that it is a helpful sound. If possible, prepare the child for the first few fire drills.

The fire bell is loud.

WHAT DO I HEAR AT SCHOOL?

Record sounds from areas about the school, and have the child guess what they are.

Point out any new sounds: playground equipment, office machines, cleaning machines . . .

Help the child identify the voices of teachers, helpers, custodians . . .

Help the child understand how he is to react: "When the bell rings, line up." "When you hear a class walking down the hall, move to the other side."

Work with the child so he learns to identify the different activity areas around the school: cafeteria, gym, offices . . .

Listen to all types of music, nursery rhymes, and stories.

The material in the Peabody Kit (14), *Sounds I Can Hear Series* (15), tapes of sounds, *Introduction to Musical Instruments* (6), *Listen and Learn with Phones* (16) are materials which are useful in the development of listening skills.

Work on beginning reading readiness skills: rhyming words, consonant sounds . . .
THESE SKILLS ARE NOT INTRODUCED UNTIL OTHER PRE-READINESS SKILLS ARE WELL DEVELOPED.

Helping Young Children Develop Language Skills (17) lists many activities for language development.

WHAT DO I HEAR?
WHAT DO I SAY?

ACTIVITIES AND MATERIALS

1. Voit Audi-Ball, Constructive Playthings.
2. Corn Popper, Fisher-Price Division of Constructive Playthings.
3. Drum, Creative Playthings.
4. *Toys for the Development of the Young Blind Child,* Office of the Superintendent of Public Instruction, State of Illinois.
5. Sesame Street Learning Kit, A. Daigger and Company.
6. *Introduction to Musical Instruments,* Western Publishing Company, Golden Records.
7. Noisy Books "Muffin Series"; Brown, Margaret Wise; Childcraft Education Corporation.
8. See'N Say Toys; Mattel, Incorporated.
9. Talking Dolls; Mattel, Incorporated.
10. *Sounds Around the Home (Sounds I Can Hear*-Part 15); Scott, Foresman and Company.
11. "Mother May I"
12. *Educational Rhythmics for Mentally and Physically Handicapped Children;* Robins, Ferris and Jennet; Association Press, New York.
13. *What Do I Hear?*
14. Peabody Kit (33 1/3 rpm records); American Guidance Service, Incorporated.
15. *Sounds I Can Hear* (Four-volume set); Scott, Foresman and Company.
16. Mattel-O-Phone; Mattel, Incorporated.
17. *Helping Young Children Develop Language Skills: A Book of Activities;* Karnes, Merle B.; Council for Exceptional Children.

He needs to know how to use the phone.

"My arm goes in the sleeve."

"Reach for the sky."

I USE MY BODY

THIS IS MY BODY

3-Year-Old

Play a game in which the parts of the body are names: "Where is your nose?" The child points to his nose.

Play "Do As I Say!" Say, "Put your hands on your head!" The child must do it. Use other parts of the body as the child follows directions. Use parts of the body, such as: ears, chin, nose, mouth, legs, toes, tummy, neck . . .

Ask the child what part of his body fits with his clothes: "My arm goes in the sleeve." "The collar goes around may neck . . ."

Point to the child's fingers saying: "This is Mr. Thumpkin (thumb). This is Mr. Pointer (index finger). This is Mr. Longman (middle finger). This is Mr. Ringman (ring finger). This is Mr. Littleman (little finger)."

Other finger games are: "I Have Ten Little Fingers" (2), "My Hands Upon My Head I Place" (3), "This Little Piggy" (4), "One Little Duckling" (5).

4-Year-Old

Your child will enjoy playing games where he follows directions, such as: nod your head, clap your hands, kick your foot, take a bow . . .

Play "Simon Says" (1). Be sure the child can point to parts of his body, such as ankles, shoulders, thighs, knees. Play the game in different ways, such as in the bathtub or with a snowsuit on. He may point to a part of his body correctly because of what he is wearing, such as shoes on his feet, a hat on his head . . .

Rhyming games are fun: find your nose and touch your toes; take a nap, put your hands in your lap; jump up high, reach for the sky; spin around, touch the ground; stand up tall, make yourself tall.

JSE MY BODY

ar-Old	4-Year-Old	5-Year-Old
a game in which the parts e body are names: "Where ur nose?" The child points s nose.	Your child will enjoy playing games where he follows directions, such as: nod your head, clap your hands, kick your foot, take a bow . . .	Word games are fun. Have the child give the correct word: "I smell with my_____." "I talk with my_____." "I clap with my_____."
"Do As I Say!" Say, "Put hands on your head!" The must do it. Use other parts e body as the child follows ctions. Use parts of the body, as: ears, chin, nose, h, legs, toes, tummy, . . . he child what part of his fits with his clothes: "My goes in the sleeve." "The r goes around may neck . . ."	Play "Simon Says" (1). Be sure the child can point to parts of his body, such as ankles, shoulders, thighs, knees. Play the game in different ways, such as in the bathtub or with a snowsuit on. He may point to a part of his body correctly because of what he is wearing, such as shoes on his feet, a hat on his head . . .	The five-year-old should be able to identify all parts of the body. Does he point to his waist, wrist, forehead . . . ?
t to the child's fingers say- "This is Mr. Thumpkin mb). This is Mr. Pointer ex finger). This is Mr. Long- (middle finger). This is Mr. man (ring finger). This is Mr. eman (little finger)."	Rhyming games are fun: find your nose and touch your toes; take a nap, put your hands in your lap; jump up high, reach for the sky; spin around, touch the ground; stand up tall, make yourself tall.	
r finger games are: "I e Ten Little Fingers" (2), Hands Upon My Head I e" (3), "This Little Piggy" "One Little Duckling" (5).		

I USE MY BODY

THIS IS MY BODY

3-Year-Old	4-Year-Old
Finger paints (6) and clay (7) require the child to use his hands.	
	Play "Angels in the Snow" (9). This is fun in snow, in sand, or the carpeting.
Sing the song, "I've Got Two" (12) from Sesame Street Records.	
Read the book, *Hand, Hand, Fingers, Thumb* (13).	Read the book, *Who's That in Mirror?* (14).
Ask the child to point to and name the parts of the body on himself, another person, or a doll (a bendable "Barbie" type doll is good) (15). The first time or two you will need to take the child's hand and direct it to your nose or the doll's nose. Later he will be able to do it alone. Games of this sort are encouraged only with members of the child's family; another person may become nervous if the child touches his face.	Play "Follow the Leader" game with the doll. When you put the doll's arm up, the child must raise his arm; when the doll's knees are bent, the child must bend his knees . . . (16).
	Compare differences in size: "Daddy's hands are big, but mine are small." "Baby's feet are small, mine are big."

USE MY BODY

ear-Old	4-Year-Old	5-Year-Old
ger paints (6) and clay (7) quire the child to use his nds.		Have the child make a model of his body using clay (7) or Play-Doh (8).
	Play "Angels in the Snow" (9). This is fun in snow, in sand, or on the carpeting.	Play games such as "Loobie Loo" (10), and "Hokie-Pokie" (11).
g the song, "I've Got Two" 2) from Sesame Street Rec- s.		
ad the book, *Hand, Hand, gers, Thumb* (13).	Read the book, *Who's That in the Mirror?* (14).	
k the child to point to and ne the parts of the body on nself, another person, or a doll pendable "Barbie" type doll is od) (15). The first time or two will need to take the child's d and direct it to your nose he doll's nose. Later he will able to do it alone. Games of sort are encouraged only n members of the child's fam- another person may become vous if the child touches his e.	Play "Follow the Leader" games with the doll. When you put the doll's arm up, the child must raise his arm; when the doll's knees are bent, the child must bend his knees . . . (16).	Play "Do As I Say." Several children may play. They must follow the directions: find a partner, hold hands, sit down with your feet touching, touch your partner's shoulder . . .
	Compare differences in size: "Daddy's hands are big, but mine are small." "Baby's feet are small, mine are big."	Puzzles are fun. The human figure puzzles have very few pieces so they won't be too difficult (17).

I USE MY BODY

ACTIVITIES AND MATERIALS

1. "Simon Says"

   One child takes the part of "Simon." He gives instructions to the other children such as: Simon says, "Put your hands on your head!" Simon says, "Jump up and down!" The children follow Simon's directions only when he begins with "Simon says." If the leader (Simon) only says, "Hop on one foot" the children do not follow the instructions. Any child that follows the direction is OUT. The object of the game is to be the last child playing. This child then takes the part of "Simon."

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2. "I Have Ten Little Fingers"

   I have ten little fingers, and they all belong to me. (Hold up hands).
   I can make them do things; would you like to see? (Spread fingers).
   I can make them jump high; I can make them jump low. (Holds hands high, then low).
   I can fold them in my lap and keep them just so. (Fold hands in lap).

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3. "My Hands Upon My Head I Place"

   My hands upon my head I place, (The child follows the directions as he recites the rhyme.)
   On my shoulders, on my face,
   On my hips, I place them so,
   Now behind my back they go.

   Now I raise them up so high,
   Make my fingers fairly fly,
   Now I clap them one, two, three,
   Now I fold them silently.

   (Source unknown).

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4. "This Little Piggy"

   This little piggy went to market,
   This little piggy stayed at home,
   This little piggy had roast beef,
   This little piggy had none,
   This little piggy said wee, wee, wee all the way home.

I USE MY BODY

5. "One Little Duckling"

One little duckling, yellow and new,	(Hold up one finger).
Had a fuzzy brother and that made two,	(Hold up two fingers).
Two little ducklings and now you can see,	
They had a little sister and that made three.	(Hold up three fingers).
Four little ducklings went to swim and dive,	(Hold up four fingers).
They met a little neighbor and that made five.	(Hold up five fingers).
Five little ducklings watch them grow,	
They turn into five big ducks, you know.	

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6. Fips finger paints, Responsive Environments Company.

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7. Modeling clay, Milton Bradley Company.

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8. Play-Doh, Constructive Playthings.

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9. "Angels in the Snow"

   The child lies on his back in the snow and moves his arms and legs back and forth to make the angel's skirt and wings.

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10. "Loobie-Loo"

    Here we go Loobie-Loo,
    Here we go Loobie-Lie,
    Here we go Loobie-Loo,
    All on a Saturday night.

    I put my right foot in,
    I take my right foot out,
    I give my right foot a shake, shake, shake,
    And turn myself about.

    (Repeat first stanza).

    I put my left foot in,
    I take my left foot out,
    I give my left foot a shake, shake, shake,
    And turn myself about.

    (Repeat first stanza). Continue in the same manner for the right hand, left hand, and the whole self.

I USE MY BODY

11. "Hokie-Pokie"
    Children form a single circle facing the center and follow the directions of the calls.

1-2	You put your head right in.	(Place head forward into circle).
3-4	You put your head right out.	(Place head away from circle).
5-6	You put your head right in.	(Place head forward into circle).
7-8	You shake it all about.	(Shake head back away from circle).
9-10	You do the Hokie-Pokie,	(Raise arms above head).
11-12	And turn yourself around.	(Turn around in place).
13-16	That's what it's all about.	(Clap hands four times).

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12. "I've Got Two"; Sesame Street Record CR21530; Columbia Children's Record Library.

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13. *Hand, Hand, Fingers, Thumb,* Perkins, A.; Random House; Copyright 1969.

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14. Who's That in the Mirror?; Berends, P.B.; Random House; Copyright 1968.

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15. Barbie Doll; Mattel, Incorporated.

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16. "Follow the Leader"
    One child takes the part of the "Leader." The other children must do as he does. When the leader points to his nose, the others must point to their noses. When the leader hops on one foot, the others must hop on one foot. The leader should say what he is doing so the blind child will be able to follow.

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17. Human Figures, Stein Enterprises.

Learning to locate the tableservice.

I CAN DO IT!

Dressing and eating independently are two more skills that a blind child learns. A child with poor eating habits or a child who is unable to put on his clothing is often teased by other children and may have problems at school. Feeding and dressing the three- or four-year-old also takes time. The suggestions in this section will be helpful in teaching these skills. At first it will take time; later though the child will be independent and able to care for himself.

Be patient. Don't scold.

Always place the child's tableware in the same position.

I CAN DO IT!

LET'S EAT

3-Year-Old

Be sure the child is aware of the parts of the body used in eating: "Where are your teeth? You use your teeth to eat crackers."

The small child will enjoy eating finger foods: dry cereals, candy, crackers, bread . . . Take the child's hand. Show him how to pick up the food and put it in his mouth.

4-Year-Old

It will be necessary to practice continually. Learning to eat properly takes time. When he forgets, don't worry; it is normal.

Encourage the child to try all types of food. Remember, at times he may still want to be fed; do it. The important thing is to have him try new foods.

5-Year

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When the child is eating food from his plate, tell him about it. "The hamburger is at the top." "The potatoes are at the right." Begin to teach the child to use a spoon and fork for food that is not eaten with the fingers. At first give the child food which will stay on the spoon or fork: mashed potatoes, pudding, hamburger . . . Be sure the pieces of food are small enough for the child to handle easily.

Always put the child's tableware in the same place. The child will learn to pick it up and put it back in that spot. Teach the child to use a knife to spread butter, jam (not jelly), and other soft foods.

DO IT!

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Always put the child's tableware in the same place. The child will learn to pick it up and put it back in that spot. Teach the child to use a knife to spread butter, jam (not jelly), and other soft foods.

5-Year-Old

Work towards independence in eating. Many blind children are fed by their parents, even when it is not necessary. Encourage him to feed himself; but

DON'T SCOLD.

It is important that the child learn to eat independently. Try not to correct him too often. When necessary, though, a word or two can be said: "Such a big mouthful; don't stuff your food."

Talk about food with your child. Use words such as sweet, sour, tart, and spicy.

I CAN DO IT!

LET'S EAT

3-Year-Old	4-Year-Old	5-Y
The small child will learn how to hold his own cup more quickly if he has a training cup (1). It does not spill so easily.	It is a good idea to move from a training cup to a glass as soon as possible. Your child may have a hard time using a regular glass if he uses a training cup too long. Remember, there will be some mess; all children have accidents.	
	Show him the same food in different forms: mashed potatoes and fried potatoes, hamburger and meat loaf . . . Be sure the child can identify foods as he eats them.	Hel cert at c brea sup

The development of hand-mouth movements is important. Play "Indian War Whoops" (2) or blow balloons.

Games which require tongue movements are excellent. "Try to touch your nose, chin, or ear with your tongue."

Involve your child in activities to develop the muscles of the mouth, tongue, etc. Games involving blowing (a bubble pipe) (3), sneezing ("Simon Says") (4), laughing (any tickling games), and humming are good.

CAN DO IT!

ear-Old	4-Year-Old	5-Year-Old
small child will learn how to d his own cup more quickly if as a training cup (1). It does spill so easily.	It is a good idea to move from a training cup to a glass as soon as possible. Your child may have a hard time using a regular glass if he uses a training cup too long. Remember, there will be some mess; all children have accidents.	
	Show him the same food in different forms: mashed potatoes and fried potatoes, hamburger and meat loaf . . . Be sure the child can identify foods as he eats them.	Help your child understand that certain foods are usually eaten at certain meals: "Cereal is for breakfast." "We eat potatoes at supper."

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lve your child in activities to lop the muscles of the th, tongue, etc. Games in- ng blowing (a bubble pipe) sneezing ("Simon Says") aughing (any tickling es), and humming are good.

I CAN DO IT!

I CAN DRESS MYSELF

3-Year-Old	4-Year-Old
It is easier for the small child to undress himself than it is to dress. Show him how to take off mittens, socks, shirts, pants . . .	Talk with your child about the color of his clothes. Even though he cannot see the color, he should develop the ability to talk about color.
When teaching the child to dress, begin with mittens and socks. They are the easiest. You may have to talk with the child about what he is doing: "Open your sock and put your toe in!" Don't get complicated.	Continue to help the child learn to put on his clothes. When he has learned to put on mittens and socks, go to pants, shirts, and shoes. Learning to dress is very hard for many children. It will be necessary to go over it many times.
Teach your child to bring two things together. Begin with "Bring your hands together!" (Show the child how to do it.) Next, show him how to bring the snaps and buttons on his clothes together. Games such as Kitty in the Keg (5), Junior Lock Box (6), Colored Beads (7), and Snap Blocks (8) are useful.	Point out simple ways the child can tell the front from the back or the inside from the outside: "The zipper goes in the back." "Look for the label and put it in the back." Your child will be able to use smaller buttons as he has more practice. Let him button his coat, shirt, or sweater.

CAN DO IT!

3-Year-Old	4-Year-Old	5-Year-Old
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ach your child to bring two ngs together. Begin with ring your hands together!" how the child how to do it.) ext, show him how to bring the aps and buttons on his clothes gether. Games such as Kitty in e Keg (5), Junior Lock Box (6), lored Beads (7), and Snap ocks (8) are useful.	Point out simple ways the child can tell the front from the back or the inside from the outside: "The zipper goes in the back." "Look for the label and put it in the back." Your child will be able to use smaller buttons as he has more practice. Let him button his coat, shirt, or sweater.	Help the child develop an understanding of over and under, in and out, push and pull, right and left, thumb and index finger . . .

I CAN DO IT!

I CAN DRESS MYSELF

3-Year-Old

At first, play games using adult clothes. They are large and easier for the child to handle.

When helping the child learn to fasten his clothes, talk with him about what he is doing: "Take the button in your right hand, find the hole with your left hand, bring them together, put the button in the hole and take it with your left hand, put it through and you have it, good!"

Be sure to remember that girls' clothing buttons in the opposite way.

Help the child learn to fasten his clothes.

4-Year-Old

Learning to lace can be hard. Show the child how to use lacing frames (9). They are easier than starting with shoes. Ask him to locate the hole in the card with the left index finger. Put the tip of the lace in the hole with his right hand. Pick up the lace at the back of the card and pull it tight.

Have the child practice on a large shoe (10). You can buy large lacing shoes, but it is more fun to use Daddy's or Mommy's shoes.

AN DO IT!

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4-Year-Old

5-Year-Old

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Learning to lace can be hard. Show the child how to use lacing frames (9). They are easier than starting with shoes. Ask him to locate the hole in the card with the left index finger. Put the tip of the lace in the hole with his right hand. Pick up the lace at the back of the card and pull it tight.

Have the child practice on a large shoe (10). You can buy large lacing shoes, but it is more fun to use Daddy's or Mommy's shoes.

Ask your child to copy patterns on sewing cards (11). Some five-year-olds are able to learn to tie their shoes. Teach one part at a time. Be simple: "This is the right lace, this is the left lace, put the right lace over the left lace, tuck it under, pick it up, now pull tightly!" If the child has problems, slow down. It is hard to learn to tie shoes. Let the child practice with large pieces of string. The ability to tie and untie simple knots is valuable.

I CAN DO IT!

	3-Year-Old	4-Year-Old	5-Y
I CAN DRESS MYSELF		When your child is able to use the zipper on pants or skirts, show him how to use a zipper that opens at the bottom. Be sure to go through step by step. "Put the prong in this little hole and push it down hard. Now, hold tightly and pull the tab up. Very good." He will continue to need some help, but don't give any more than necessary. Be sure he has enough time or else he will be upset.	Con You zip othe
I GO TO THE BATHROOM	Recognize the words or gestures the child uses. Teach him how to take down his pants to use the toilet. Praise him: "Your pants are not soiled. Good!"	Continue to help your child with toilet habits. Be sure he knows how to take down his pants. Don't scold him. Don't make him feel he is "naughty" if he wets his pants. When he is successful, praise him and tell him, "John is a good boy."	You cate Help den

CAN DO IT!

ar-Old	4-Year-Old	5-Year-Old
	When your child is able to use the zipper on pants or skirts, show him how to use a zipper that opens at the bottom. Be sure to go through step by step. "Put the prong in this little hole and push it down hard. Now, hold tightly and pull the tab up. Very good." He will continue to need some help, but don't give any more than necessary. Be sure he has enough time or else he will be upset.	Continue to work on zippering. Your child will want to be able to zip a jacket, pants, dress, or other pieces or clothing.
ognize the words or ges- s the child uses. Teach him to take down his pants to the toilet. Praise him: ur pants are not soiled. d!"	Continue to help your child with toilet habits. Be sure he knows how to take down his pants. Don't scold him. Don't make him feel he is "naughty" if he wets his pants. When he is successful, praise him and tell him, "John is a good boy."	Your child should be able to indicate he needs to go to the toilet. Help your child to be independent in the bathroom.

	3-Year-Old	4-Year-Old
I GO TO THE BATHROOM	Do not scold the child for accidents. Remember, using the toilet is one of the most difficult things he will have to learn.	
I WASH MY HANDS AND FACE	Help the child wash his hands and face. Be sure to tell him what he is doing at each point: "Pick up the soap first; now rub it over your hands." Show your child what to do while you are talking about it.	Encourage your child to wash his hands before eating and after using the toilet.
	When you teach your child to wash himself, stand behind him to be sure he really understands your directions.	When your child is taking a bath, help him use the wash cloth. "You hold the cloth in one hand; rub on soap with the other and now scrub your knees."
I BRUSH MY TEETH		

ear-Old	4-Year-Old	5-Year-Old
ot scold the child for acci- s. Remember, using the toi- one of the most difficult s he will have to learn.		
the child wash his hands face. Be sure to tell him t he is doing at each point: k up the soap first; now t over your hands." Show child what to do while you alking about it.	Encourage your child to wash his hands before eating and after using the toilet.	Your child cannot see to imitate what you do. He must be shown step by step.
n you teach your child to h himself, stand behind him sure he really understands directions.	When your child is taking a bath, help him use the wash cloth. "You hold the cloth in one hand; rub on soap with the other and now scrub your knees."	Some five-year-olds may still be too young to bathe alone. Encourage them to do as much as they can independently.

	3-Year-Old	4-Year-Old
I BRUSH MY TEETH	Help your child brush his teeth, and tell him why it is important. Try to encourage him to do it regularly.	Show your child how to put toot paste on the brush. Show him how to use the "up and down" movement dentists recommend
		Your youngster will need help with rinsing his mouth. Show him how to "swish" water in his mouth and spit it out.
I COMB MY HAIR	You will need to comb the small child's hair. It is complicated and requires good coordination.	

3-Year-Old	4-Year-Old	5-Year-Old
your child brush his teeth, ell him why it is important. o encourage him to do it larly.	Show your child how to put tooth paste on the brush. Show him how to use the "up and down" movement dentists recommend.	Independent brushing is important to healthy teeth. Encourage your youngster to use his own toothbrush.
	Your youngster will need help with rinsing his mouth. Show him how to "swish" water in his mouth and spit it out.	
will need to comb the small 's hair. It is complicated equires good coordination.		Show your child how to hold the comb or brush. Guide his hand through his hair. Ask him to try it alone. This is a hard task. You will have to do this many times before he will be able to do it alone.

I CAN DO IT!

ACTIVITIES AND MATERIALS

1. "Tommee Tippee" Spillproof Cup, Westland Plastics, Incorporated.

2. "Indian War Whoops"
   The child pats his mouth while making a loud "Ha-a-a" sound.

3. Bubble Pipe and Bubble Soap Packet, Chemtoy Corporation.

4. "Simon Says"
   One child takes the part of "Simon." He gives instructions to the other children such as: Simon says, "Touch your nose with your tongue!" Simon says, "Put your hand on your mouth!" The children follow Simon's directions only when he begins them with "Simon says." If the leader (Simon) only says, "Put your hand on your mouth!", the children do not follow the instructions. Any child that follows the direction is OUT. The object of the game is to be the last child playing. This child then takes the part of "Simon."

5. Kitty in the Kegs, Childcraft Education Corporation.

6. Junior Lock Box, Creative Playthings.

7. Colored Beads, Playskool Division of Milton Bradley Company.

8. Snap Blocks, Creative Playthings.

9. Lacing Frame, Educational Teaching Aids, A. Daigger and Company.

10. Lace Boot, Playskool Division of Milton Bradley Company.

11. Sewing Cards, Milton Bradley Company.

1. Dry dishes.

THE CHILD LOOKS AT HIMSELF

Your child is growing in many ways. You see his physical growth and you know it is important. It is also important that he grow in other ways. How does he feel about himself? How does he feel about his family and friends? How do they feel about him? The suggestions in this section are activities which help the child know he is important and helpful to himself, his family, and his friends. He does chores; he follows rules; he takes part in family activities. He learns that he is able to do many things as he grows socially and emotionally.

We make cookies.

Here's mommy's pan.

In goes the flour.

THE CHILD LOOKS AT HIMSELF

	3-Year-Old	4-Year-Old	5-Y
WHO AM I?	Be sure your child knows his first name. Does he answer when called? Does he know he is a boy? He is like his Daddy.	Your child should know his first and last name. He should begin to learn his address and phone number.	The his sho cle
WHO ARE MY FAMILY AND FRIENDS?	The members of his family are important to him. Can he tell about them? "David is my brother." "Daddy goes to work." Help the child make friends and learn their names. They are different from his family: "Tommy lives with his mommy and daddy." 'You live with us."	Other members of his family will be important to him: "Aunt Millie and Uncle Len are coming for supper." Take your child with you when you go to the store. Let him talk to people: "Fred is the man at the store. We buy bread from him."	Hel ber tion you Ma The that othe Gra the hou
I LIKE MYSELF!!	Praise the child when he does well. Be honest about praises. The child will recognize praise that is not earned.	Continue to praise and encourage the child as he tries new things.	Ask jobs feed mai

E CHILD LOOKS AT HIMSELF

ar-Old	4-Year-Old	5-Year-Old
ure your child knows his name. Does he answer n called? Does he know he oy? He is like his Daddy.	Your child should know his first and last name. He should begin to learn his address and phone number.	The five-year-old should know his name and phone number. He should be able to say them clearly.
members of his family are ortant to him. Can he tell ut them? "David is my broth- "Daddy goes to work."	Other members of his family will be important to him: "Aunt Millie and Uncle Len are coming for supper."	Help the child know the members of his family and their relation to each other: "Donnie is your cousin. He lives with Aunt Mary and Uncle John."
the child make friends and their names. They are dif- nt from his family: mmy lives with his mommy daddy." 'You live with us."	Take your child with you when you go to the store. Let him talk to people: "Fred is the man at the store. We buy bread from him."	The child knows his home and that it is different from homes of others: "We are going to Grandpa's house. He lives on the other side of town in a big house."
se the child when he does Be honest about praises. child will recognize praise is not earned.	Continue to praise and encourage the child as he tries new things.	Ask the child to do more difficult jobs: set the table by himself, feed the chickens, bring in the mail. Tell him he is helpful.

THE CHILD LOOKS AT HIMSELF

	3-Year-Old	4-Year-Old	5-Ye
I LIKE MYSELF!!	Give the child jobs around the house which he can do. Let him know that he is a help to you. Encourage your child to make choices: "What kind of cereal do you want for breakfast?" "Do you want to wear your red shirt or your blue one today?" When the child does something wrong, point it out. The child will then know that you are angry with what he DID, not who he is. Do not call him names such as "dummy," "idiot," or "retard."	When the child asks questions such as, "Why can't I run as fast as Mike?", answer his questions simply and to the point. Point out other things he can do well.	
I LIKE MY FAMILY!	Play with the child and read to him. It is important that a child have a minute or two alone with his parents.		When from day. and a to sit him
	When the child is hurt, comfort him. Blind children have more bumps and bruises than seeing children. Some blind children teach themselves not to cry.	Many small children have extreme fears. Do not laugh at the child for his fears seem real and frightening, ask him to talk about them. Talking frequently helps the child understand his worries.	

HILD LOOKS AT HIMSELF

4-Year-Old

5-Year-Old

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child and read to
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or two alone with

When the child comes home from school, ask him about his day. Offer him a glass of milk and a cookie. Give him a chance to sit and rest. It is a time for him to tell about what he did.

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e blind children
lves not to cry.

Many small children have extreme fears. Do not laugh at the child for his fears seem real and frightening, ask him to talk about them. Talking frequently helps the child understand his worries.

THE CHILD LOOKS AT HIMSELF

I LIKE MY FAMILY!

3-Year-Old

This does not mean that they have not been hurt. Every child needs to be held and petted when hurt. Father as well as mother should hold the child.

The child should feel that he, too, is an important member of the family. He should have duties just as his brothers and sisters have duties. Jobs such as setting the table, emptying wastebaskets, and putting toys away are all things he can do.

4-Year-Old

When you take your child to the store with you, let him make some choices: "Shall we buy white bread or wheat bread today?" "Would you like lime Jello or lemon Jello for dinner?"

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Washing the car can

CHILD LOOKS AT HIMSELF

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should hold the child.

4-Year-Old

When you take your child to the store with you, let him make some choices: "Shall we buy white bread or wheat bread today?" "Would you like lime Jello or lemon Jello for dinner?"

5-Year-Old

Many problems can be avoided if the older blind child is made to feel helpful in the care of a younger child. The blind child can get items such as diapers, blankets, etc., to save Mommy's time.

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an important member of
ily. He should have du-
as his brothers and sis-
e duties. Jobs such as
he table, emptying
askets, and putting toys
e all things he can do.

There are many ways in which the child can help both parents. Helping Daddy wash the car is fun. Daddy's instructions should be simple, but clear, to the child: "You wash the back left wheel while I wash the front one." "Now take the hose and rinse the soap from the wheel."

Washing the car can be fun.

THE CHILD LOOKS AT HIMSELF

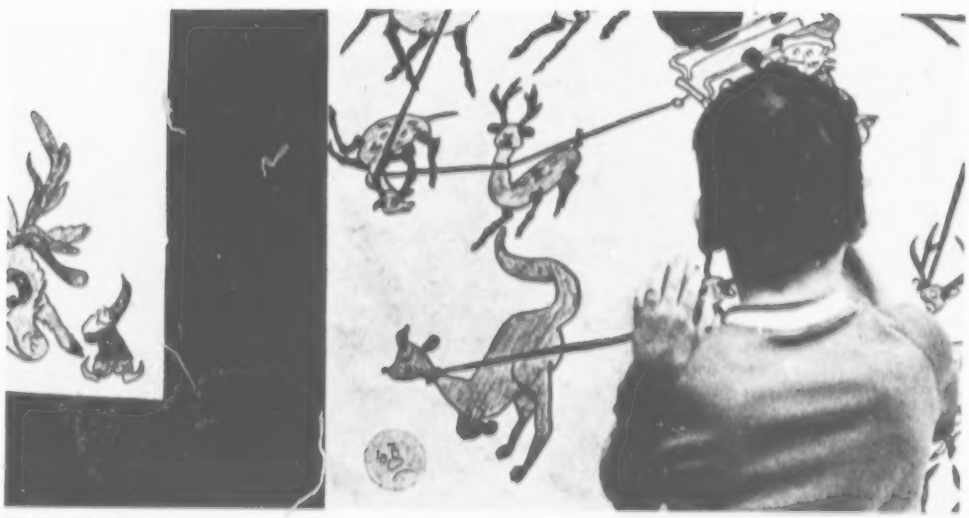
	3-Year-Old	4-Year-Old
I LIKE MY FAMILY!	There will be times when the child should do as he is asked immediately. Sometimes it will be for safety reasons, and other times it will be because he is needed. Talk about such needs so the child understands.	Your child will need to learn how to take turns. No one should always be first; neither should one always be last.
THIS IS MY HOME, MY YARD . . .	Encourage the child to look at everything in his home. It is important that he know his home. Don't keep him in a playpen. He will learn nothing, and serious problems may develop. Show the child where things are kept. "Your toys are in the closet." "I will put your clothes in the drawer." If the furniture is rearranged, show the child.	Once a child is able to move freely around his home, he will want to go outside. Within limits of safety let him go into the yard, look at things, and play by himself and with his friends. Point out landmarks and boundaries. (See section: Let's Walk.)
		Go for walks in the neighborhood. Talk about the things he hears, feels, and smells: "The cars are on the right!" "Smell the newly cut grass."
	When the child is alone, be sure he has something worthwhile to do. Do not let him sit idly. He can easily develop bad habits from loneliness and boredom.	

E CHILD LOOKS AT HIMSELF

-Old	4-Year-Old	5-Year-Old
will be times when the hould do as he is asked iately. Sometimes it will safety reasons, and other will be because he is d. Talk about such needs child understands.	Your child will need to learn how to take turns. No one should always be first; neither should one always be last.	The child should know what things are his and what are his brothers' and sisters'. He should begin to ask before using something which belongs to another person.
age the child to look at ing in his home. It is nt that he know his Don't keep him in a play- will learn nothing, and problems may develop.	Once a child is able to move freely around his home, he will want to go outside. Within limits of safety let him go into the yard, look at things, and play by himself and with his friends.	Show the child the yard. Point out trees, bushes . . . He will not know where they are unless someone shows him.
e child where things are Your toys are in the clos- will put your clothes in the "	Point out landmarks and boundaries. (See section: Let's Walk.)	
rniture is rearranged, e child.		
	Go for walks in the neighborhood. Talk about the things he hears, feels, and smells: "The cars are on the right!" "Smell the newly cut grass."	Allow the child to visit his friends on the block. When possible, let him go by himself.
he child is alone, be sure something worthwhile to not let him sit idly. He sily develop bad habits neliness and boredom.		

Encourage your child to explore everything in his home.

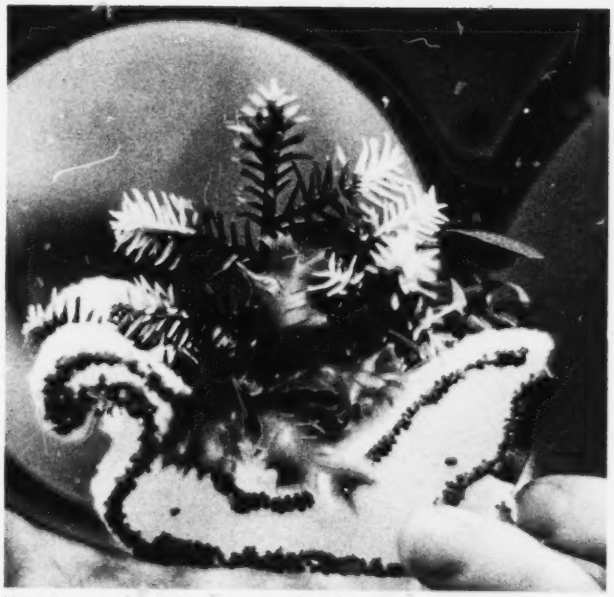
Let him look at things.



Minimal vision.

WHAT DO I SEE?

Some blind children have minimum vision. Such vision can be trained so that it will be useful. The more your child is able to use what vision he has, the easier it will be for him to take part in activities with his friends, at school, and to travel.



If he has some vision, he may be able to identify color.

"Bring me the yellow duck."

WHAT DO I SEE?

AT HOME

3-Year-Old

If your child has some vision, point out lights. Talk about what it is like when the lights are off and when they are on. Don't be concerned if some days he seems to see better than others. This is natural with some partially seeing children.

Encourage him to use light cues as he moves about. Avoid having your youngster look directly at a lamp or the sun.

Try to choose brightly colored toys. Have him learn their colors: "Here is the red fire truck." . . .

Any simple, colorful article around the house should be called to the child's attention: vegetables, wallpaper, material . . .

If your child can see color, talk about the colors of his clothes. Have him choose the clothing he will wear by naming the color.

4-Year-Old

When asking the child for something, use color words: "Where are your white socks?" "Put the yellow bananas in the bin."

Talk with the child about the colors in furnishings such as chairs, draperies, carpets . . .

5-Year

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T DO I SEE?

Old	4-Year-Old	5-Year-Old
hild has some vision, lights. Talk about what when the lights are off n they are on. Don't be ed if some days he see better than others. atural with some partial- children.		By five years of age many children will be able to recognize foods by sight: green peppers, red tomatoes, blue grapes . . .
ge him to use light cues ves about. Avoid hav- youngster look directly or the sun.		
oose brightly colored ve him learn their col- re is the red fire . .	When asking the child for something, use color words: "Where are your white socks?" "Put the yellow bananas in the bin."	
ble, colorful article he house should be the child's attention: es, wallpaper, . . .	Talk with the child about the colors in furnishings such as chairs, draperies, carpets . . .	
hild can see color, talk e colors of his clothes. n choose the clothing he by naming the color.		

WHAT DO I SEE?

	3-Year-Old	4-Year-Old	5-Ye
AT HOME	Hang a colored chime-bell mobile (1) in a spot where the child can look at it.	Let the child play with finger paints (2), crayons (3), brightly colored paper. Toys such as colored blocks and cubes (4), large parquetry sets (5), and xylophones (6) which are color-coded appeal to many children.	Sorti chips
	Help the child recognize sizes by looking at objects: a large ball, a little kitten . . .		Anoth dren by co
	Help the child identify the family car. Both color and shape will be useful to him.		Book tures objec
IN MY NEIGHBOR-HOOD	Point out the white snow, the green grass and bushes, the colors of flowers . . .		Talk a with t pens "Wha summ
	Encourage him to tell one toy from another using color and shape: red wagon, blue tricycle . . .	Help your child pick out his toys from others which are similar: "This is my doll. That one is Janie's."	
AT SCHOOL	Talk with the child about how the toys he has at home are different from those a		
	Encourage the child to paint at the easel.		
	Modify group games using color: "Everyone with a red flag run to the wall!"		
	Have the child copy a bead pattern using color and/or shape as cues (8).		
	Work with the child and encourage him to use whatever light perception or visi moves about.		
	The techniques suggested in *Utilization of Low Vision Teacher's Kit* (9) are exc		

T DO I SEE?

old	4-Year-Old	5-Year-Old
olored chime-bell mo- n a spot where the child at it.	Let the child play with finger paints (2), crayons (3), brightly colored paper. Toys such as colored blocks and cubes (4), large parquetry sets (5), and xylophones (6) which are color-coded appeal to many children.	Sorting games using buttons, chips, or painted spools are fun. Another table game which children enjoy is matching objects by color, shape, or size.
child recognize sizes g at objects: a large le kitten . . .		
child identify the family color and shape will be him.		Books with simple, colorful pictures help the child learn about objects he cannot touch (7).
the white snow, the ss and bushes, the flowers . . .		Talk about how colors change with the seasons: "What happens to the leaves in the fall?" "What color is the grass in the summer?"
e him to tell one toy her using color and red wagon, blue tricy-	Help your child pick out his toys from others which are similar: "This is my doll. That one is Janie's."	

the child about how the toys he has at home are different from those at school.

e the child to paint at the easel.

oup games using color: "Everyone with a red flag run to the wall!"

child copy a bead pattern using color and/or shape as cues (8).

the child and encourage him to use whatever light perception or vision he has as he out.

iques suggested in *Utilization of Low Vision Teacher's Kit* (9) are excellent.

WHAT DO I SEE?

Learning through simple activity.

ACTIVITIES AND MATERIALS

1. Colored Chime-bell Mobile, Creative Playthings.
2. Fips Finger Paints, Responsive Environments Corporation.
3. Enlarged Crayrite Crayons, Milton Bradley Company.
4. Colored Inch Cubes, Developmental Learning Materials.
5. Large Parquetry Cards, Developmental Learning Materials.
6. Xylophone (Color-Coded), Constructive Playthings.
7. Animals of the Zoo (A Day at the Zoo), Educational Teaching Aids.
8. Colored Beads, Playskool Division of Milton Bradley Company.
9. *Utilization of Low Vision Teacher's Kit;* Barraga, Natalie; American Printing House for the Blind.

Freedom of movement is important.

LET'S WALK

The ability to move about easily is important to your child. This skill is built upon the understanding of what is heard, touched, seen, and smelled. The child who does not understand what he hears, who does not use what vision he has, or who is not aware of where he is will have a difficult time traveling alone. When encouraging the child to travel independently, do not overlook safety factors. Each situation will be different. If you have a fenced yard, the child may be able to go outdoors by himself. If not, it may be necessary to have older brothers or sisters help him when he is outside.

Helping the child is not difficult. Walking around the store, making beds, and hanging laundry can be times of learning for your child as well as moments when he can help you. Also, there are activities which brothers, sisters, or friends may suggest. They can help your child learn. His sister may take him for a walk and point out the things he passes. Friends may show him their yard and encourage him to ask questions. Anyone who urges the child to move about and show interest helps him learn and grow.

"Get the socks from your dresser."

LET'S WALK

I WALK AT HOME

3-Year-Old

Have the child bring objects from specific rooms: "Bring the ball from your bedroom." Use room names frequently and in natural situations.

Ask questions which require the child to answer using the name of a specific room: "Where is the refrigerator?"

Send your child on simple errands: "Take the doll to the kitchen."

Locate furniture and equipment in rooms: "Put all the mail on the table."

Compare furniture in different rooms: "This is your bed, here is Johnny's bed; this is Mommy's and Daddy's bed. How are they different? How are they the same?"

4-Year-Old

If the child is still unsure of rooms of the house and where they are, continue to talk about them. Ask the child to answer questions.

Show him characteristics which might be confusing: "This is the bedroom window. It is up high. The dining room window is lower."

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	4-Year-Old	5-Year-Old
bring objects ooms: "Bring our bedroom." es frequently and tions.	If the child is still unsure of rooms of the house and where they are, continue to talk about them. Ask the child to answer questions.	Encourage your child to move about the house freely and unaided. He should be aware of all parts of the house and not be confused about different rooms. This includes such areas as the laundry room, storage areas . . . Do not overlook pictures on the walls, doors, cupboards (how they open and close), stairs . . .
which require the r using the name om: "Where is r?"	Show him characteristics which might be confusing: "This is the bedroom window. It is up high. The dining room window is lower."	
d on simple er- e the doll to the		Send your child on more complicated errands: "Go to the basement and tell Daddy it's time for dinner." "Get the socks from the drawer in your bedroom."
re and equipment ut all the mail on		
ture in different s is your bed, here d; this is Mommy's ed. How are they y are they the		

LET'S WALK

I WALK AT HOME

3-Year-Old

Talk about how rooms are used: "I am going to the kitchen to start supper."

Establish points of reference: "This is the door, and your bed is to your right."

Use doll furniture (1) to illustrate room arrangements: "This is the doll's bed; it is next to the doll's dresser."

Let the child play house. A simple house can be made of a sheet and a small table. A larger house can have rooms. Use cardboards for the different rooms. Talk about the things which would be used in each room.

4-Year-Old

Point out similarities of rooms: "There is water in the kitchen and the bathroom."

The child should be taught to open and close doors. He should be helped to arrange simple things in his closet: "Put your shoes on the closet floor." Encourage him to take care of his possessions.

Hide an object in a room: "Find the truck in Mommy's room. It is near the dresser."

Games and activities which help the child learn about his home are useful. The child can play such games with brothers and sisters.

WALK

	4-Year-Old	5-Year-Old
how rooms are used: g to the kitchen to r."	Point out similarities of rooms: "There is water in the kitchen and the bathroom."	Have the child put away groceries, help with the laundry, and hang clothes in the closet.
oints of reference: door, and your bed is t."		Do not be concerned about the rearrangement of furniture. Show the child the new layout. If possible, ask him to help with the rearranging of the furniture.
	The child should be taught to open and close doors. He should be helped to arrange simple things in his closet: "Put your shoes on the closet floor." Encourage him to take care of his possessions.	
niture (1) to illustrate gements: "This is ed; it is next to the er."	Hide an object in a room: "Find the truck in Mommy's room. It is near the dresser."	Build houses from blocks, boxes, construction paper . . . Discuss the furniture used in the rooms.
d play house. A simcan be made of a small table. A larger have rooms. Use for the different k about the things d be used in each	Games and activities which help the child learn about his home are useful. The child can play such games with brothers and sisters.	

LET'S WALK

	3-Year-Old	4-Year-Old	5-Yea
I WALK AT HOME	Play hide and seek: "Mommy is hiding in the dining room; come and find me." Talk about safety. Take normal safety precautions: "Be careful of the stove; it is hot!"		
		Read *Good Times At Home* (2) and *The Little House* (3) to your child. He will enjoy them.	Childr *House House Your Aroun* them.
			Recor enjoy and *Le*
IN THE YARD	Take the child around the yard; look at the size and area. Talk about and look at trees, grass, flowers, shrubs, fences . . . Discuss shape, size, and color of each object in the yard. Concentrate on one area at a time.	Continue to encourage the child to look at the yard. If possible, let him do it alone.	Be su outsid house ters . .
	Have the child look around the yard by himself. Answer all questions as clearly as possible.	Send the child on more complicated errands: "Put the garbage in the can."	Send rands sandb

'S WALK

-Old	4-Year-Old	5-Year-Old
de and seek: "Mommy g in the dining room; and find me."		
bout safety. Take normal precautions: "Be care- he stove; it is hot!"		
	Read *Good Times At Home* (2) and *The Little House* (3) to your child. He will enjoy them.	Children enjoy having *Let's Play House* (4), *Everybody Has A House* (5), *Let's Look Inside Your House* (6), and *Things Around the House* (7) read to them.
		Records which your child will enjoy are *Build Me A House* (8) and *Let's Play House* (9).
he child around the yard; the size and area. Talk and look at trees, grass, s, shrubs, fences . . . Dis- hape, size, and color of bject in the yard. Concen- n one area at a time.	Continue to encourage the child to look at the yard. If possible, let him do it alone.	Be sure the child is familiar with outside characteristics of the house: mailbox, faucets, shut- ters . . .

he child look around the himself. Answer all ns as clearly as possible.	Send the child on more compli- cated errands: "Put the gar- bage in the can."	Send the child on simple er- rands: "Bring the toys from the sandbox."

LET'S WALK

IN THE YARD

3-Year-Old

Show any play equipment to the child: "This is the swing; I will push you." Teach him how to swing, climb, and slide.

Encourage the child to play in the yard, and use any equipment which he might have.

Talk about different types of weather and how it will affect the way your yard looks or sounds.

Discuss safety factors in the yard: "Don't throw the sand." "Stay away from the front of the swings."

4-Year-Old

The child should be encouraged to play by himself or with friends.

Playing beneath a porch, under bushes, or on a haystack should be encouraged.

Hide and Seek can be played: "Come and find me; I am in the bushes."

Point out seasonal changes such as weather changes, color changes . . .

Talk about different surfaces and how they feel when walked on and when touched (grass, concrete, gravel, dirt, sand . . .).

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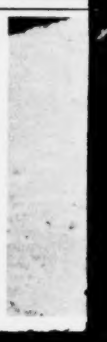

WALK

	4-Year-Old	5-Year-Old
play equipment to the his is the swing; I will ' Teach him how to mb, and slide.	The child should be encouraged to play by himself or with friends.	Encourage the child to play freely in all areas of the yard: "Run under the sprinkler." "Swim in the wading pool." "Ride your tricycle on the walk."
e the child to play in and use any equipment might have.	Playing beneath a porch, under bushes, or on a haystack should be encouraged.	Let the child help with yard or garden chores: "Hold the hose and help me water the flowers." "Help Daddy shovel the snow."
	Hide and Seek can be played: "Come and find me; I am in the bushes."	
different types of nd how it will affect ur yard looks or	Point out seasonal changes such as weather changes, color changes . . . Talk about different surfaces and how they feel when walked on and when touched (grass, concrete, gravel, dirt, sand . . .).	
afety factors in the on't throw the sand." y from the front of the		

LET'S WALK

IN MY NEIGHBOR-HOOD

3-Year-Old

Have the child look at any landmarks: "This tree is in front of the house." "See how rough the gravel is here."

Take the child to visit neighbors' homes. Talk about the differences in the homes.

Caution your child about cars parked in driveways and at curbs.

Talk about and listen to street traffic: "The bus goes fast." "Listen to the rumble of the truck."

Take the child to stores: grocery store, department store, post office, restaurants, drug store . . . Tell the child about the different stores: "We are going to the grocery store to buy potatoes. We will go to the post office to mail the letter."

4-Year-Old

Talk about street and alley safety factors: "Do not run into the street. You might get hurt." "There are trucks in the alley; be careful."

Keep in mind that you want the child to feel comfortable in the neighborhood. Encourage him to come and go freely on his block or in the yard.

Help the child learn about "across the street" by walking with him and telling him about it.

Visit new and interesting shops: "We will go to the bakery for bread." "Daddy's clothes must go to the cleaners."

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'S WALK

-Old	4-Year-Old	5-Year-Old
ne child look at any land- "This tree is in front of use." "See how rough the s here."	Talk about street and alley safety factors: "Do not run into the street. You might get hurt." "There are trucks in the alley; be careful." Keep in mind that you want the child to feel comfortable in the neighborhood. Encourage him to come and go freely on his block or in the yard.	Let him play in front of the house and up and down the lawn and street. Help your child become independent. Send him on errands to neighbors' homes. Ask him to go to friends' homes to play. Ask the child to mail a letter.
e child to visit neighbors' Talk about the differ- n the homes. n your child about cars in driveways and at		
out and listen to street "The bus goes fast." to the rumble of the	Help the child learn about "across the street" by walking with him and telling him about it.	
e child to stores: store, department store, ice, restaurants, drug . . Tell the child about erent stores: "We are the grocery store to buy s. We will go to the post mail the letter."	Visit new and interesting shops: "We will go to the bakery for bread." "Daddy's clothes must go to the cleaners."	

LET'S WALK

	3-Year-Old	4-Year-Old	5-Year-
IN MY NEIGHBOR-HOOD	Allow the child to explore when appropriate: "Look at all of the potatoes on the counter." "Smell the onions." "Help me put the groceries on the counter."		
	Take the child to the park and let him play on the equipment.	The zoo, county fair, and beach are interesting places to visit. Enroll the child in a religious school.	Visit cor "Today v tion." "L get some Read / W
AT SCHOOL	Visit school when the class is not in session. Be sure the teacher will be there. Show the child around the room. Point out interesting things such as games, toys child to look around by himself. Look at bathroom facilities, drinking fountain, and Let the child play on the equipment on the playground. Show the child special rooms: "Here is the gym. You play games here." "This is The lady will read stories to you." Encourage the child to take an active part in kindergarten activities.		

S WALK

Old	4-Year-Old	5-Year-Old
e child to explore when ate: "Look at all of the s on the counter." ne onions." "Help me roceries on the coun-		
child to the park and let on the equipment.	The zoo, county fair, and beach are interesting places to visit. Enroll the child in a religious school.	Visit community services: "Today we will go to the fire station." "Let's go to the library to get some books." Read *I Went For A Walk* (10).

ool when the class is not in session. Be sure the teacher will be there.

e child around the room. Point out interesting things such as games, toys . . . Allow the ook around by himself. Look at bathroom facilities, drinking fountain, and coat room.

hild play on the equipment on the playground.

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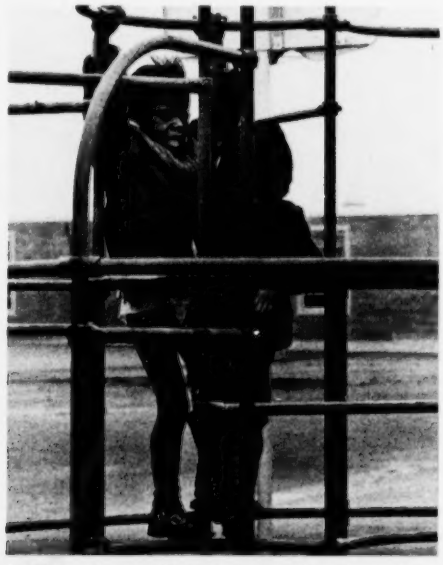
ge the child to take an active part in kindergarten activities.

Smell the orange.



Let him play on the playground equipment.

Holding the child's hands, walk backwards as he walks toward you.

Showing him how to walk properly.

LET'S WALK

	3-Year-Old	4-Year-Old	5-Y
I CAN STAND UPRIGHT	Encourage the child to stand and walk with his arms at his sides. Have the child march around the room. He should swing his arms in rhythm. Holding the child's hands, walk backwards as he walks towards you. This will encourage him to take even steps.	The blind child needs constant encouragement to walk straight. Talk about good posture: "Arms should be at your side. Keep your shoulders back."	Sho pro for swi
	Your child will enjoy rhythmic activities: "Reach for the ceiling, touch the floor, clap your hands over your head." Walk with the child on your feet. Place his left foot on your left foot, his right foot on your right foot and then walk.	Play "statue": The child moves to music or a drum beat; he freezes (stands still) when the sound stops.	Pla wal sad
	Encourage climbing activities. Help him alternate his feet as he goes up. Tree climbing and jungle gym climbing are both fun and worthwhile.	Balance objects on the child's head as he walks.	Hav on Hav sto bea Pra laid "W "Ta "Ca

WALK

	4-Year-Old	5-Year-Old
the child to stand ith his arms at his hild march around the hould swing his arms child's hands, walk as he walks towards ill encourage him to steps.	The blind child needs constant encouragement to walk straight. Talk about good posture: "Arms should be at your side. Keep your shoulders back."	Show the child how to walk properly. When his left foot is forward, his right arm should swing forward.
will enjoy rhythmic "Reach for the ceil- he floor, clap your your head." he child on your feet. ft foot on your left ht foot on your right en walk.	Play "statue": The child moves to music or a drum beat; he freezes (stands still) when the sound stops.	Play a game in which the child walks as if he is tired, happy, sad, angry . . .
climbing activities. lternate his feet as he ee climbing and jun- mbing are both fun hile.	Balance objects on the child's head as he walks.	Have the child walk on a rope or on a thin board laid on the floor. Have him walk fast, slow, stop . . . This can be done to the beat of a drum. Practice balance beam (a 2 x 4 laid on the floor) activities: "Walk forward three steps." "Take two steps backwards." "Can you walk sideways?"

LET'S WALK

	3-Year-Old	4-Year-Old	5-Ye
I CAN STAND UPRIGHT	Marching is an activity which children enjoy: Have the child stand in place and lift one foot and then the other. Play "Simon Says" (12).		Childr made
	Use the activities listed in *What To Do When There's Nothing To Do* (13).	Activities listed in *Pre-Cane Mobility-Orientation Skills for the Blind* (14) are very useful.	
I RUN	Move backwards holding the child's hands. The child moves toward you. Increase your speed so the child will have to move more rapidly. Practice running in place. The child moves his feet up and down but he does not move around.	Call to the child and have him run to you following the sound of your voice. Be sure nothing is in his way.	
	Run with the child. Place him at your side and hold his hand.	Run a race to a goal the child knows.	Play si dren c the blir they ar

WALK

	4-Year-Old	5-Year-Old
activity which Have the child nd lift one foot ner. ys" (12).		Children enjoy walking on stilts made of tin cans (11).
es listed in *What ere's Nothing To*	Activities listed in *Pre-Cane Mobility-Orientation Skills for the Blind* (14) are very useful.	
s holding the he child moves rease your ild will have to dly. g in place. The feet up and es not move	Call to the child and have him run to you following the sound of your voice. Be sure nothing is in his way.	
ld. Place him at old his hand.	Run a race to a goal the child knows.	Play simple tag games. The children can call to each other, so the blind child will know where they are.

LET'S WALK

	3-Year-Old	4-Year-Old	5-Year
I RUN			Have th with oth
		Play "Mother May I?" (15).	
	Have the child run to music, a beating drum or clapping.		Have th give the drum b At the r to run a as he le skip.
I JUMP	Have the child stand about six inches off the floor (on a step). Take both his hands, help him to the floor, and say "jump." Be sure both his feet touch the floor at the same time. When the child feels more confident, hold only one hand, finally have him jump alone.		When th sure he feet so
	Play with a Jump Board (16) or trampoline (17). At first you will have to hold his hands; soon he will want to try it alone.	Have the child squat and jump pretending he is a bouncing ball.	Help th rope sw forth, s him ove rhythm, alone. when to

T'S WALK

ar-Old	4-Year-Old	5-Year-Old
		Have the child run relay races with other children.
	Play "Mother May I?" (15).	
the child run to music, a ng drum or clapping.		Have the child run. When you give the signal (whistle, clap, or drum beat), he begins to walk. At the next signal he must start to run again. Change the game as he learns to jump, hop, and skip.
the child stand about six s off the floor (on a step). both his hands, help him to oor, and say "jump." Be oth his feet touch the floor same time. When the feels more confident, hold ne hand, finally have him alone.		When the child is jumping, be sure he jumps on the balls of his feet so he will not injure himself.
with a Jump Board (16) or oline (17). At first you will to hold his hands; soon he ant to try it alone.	Have the child squat and jump pretending he is a bouncing ball.	Help the child jump rope. As the rope swings slowly back and forth, stand with the child and lift him over. As he picks up the rhythm, encourage him to jump alone. You may have to tell him when to jump.

LET'S WALK

DISTANCE AND DIRECTIONS

3-Year-Old	4-Year-Old	5-Ye
Be sure to use the words often: "Dad is standing in front of you." "The ball is under the table."		
March up and down stairs. Play "Follow the Leader" (19).	Play marching games. Ask him to march to the table, around the table, across the room . . .	
Have the child move as he is told: "Finger up." "Head down." "Stand in front of the chair." "Stand with your back to the wall." . . .	Have the child sit in the center of the room. Quietly move away from him, clap your hands, and ask the child to tell you where you are. He should say, "You are across from me." or "You are behind me."	
Ask the child to do things such as "Bring the ball here." or "Take this to your room."		Play g asked to the
Play "Obstacle Course." Tell the child to crawl under the table, over the chair, around the desk . . .		Play " directi move you . .

...'S WALK

...r-Old	4-Year-Old	5-Year-Old
...re to use the words often: ...is standing in front of you." ...ball is under the table."		
... up and down stairs. Play ...w the Leader" (19).	Play marching games. Ask him to march to the table, around the table, across the room . . .	
...he child move as he is ... "Finger up." "Head ..." "Stand in front of the ..." "Stand with your back to ...ll." . . .	Have the child sit in the center of the room. Quietly move away from him, clap your hands, and ask the child to tell you where you are. He should say, "You are across from me." or "You are behind me."	
...e child to do things such ...ing the ball here." or ...this to your room."		Play games where the child is asked to do activities to the left, to the right . . .
...Obstacle Course." Tell the ...o crawl under the table, ...e chair, around the		Play "Mother May I" (15). Give directions which have the child move to the right, come toward you . . .

LET'S WALK

	3-Year-Old	4-Year-Old	5-Yea
IN THE YARD AND NEIGHBOR-HOOD	Walk with your child. Point out new smells: leaves burning, pine from the trees, hay in the mow, gas at the filling station . . .	Answer any questions which the child may ask about smells.	
		Some smells identify seasons: apple blossoms in spring, burning leaves in the fall, charcoal grills in summer . . .	Pick o and a hay ar identif Certai smells ket, ga barns
			Talk a lution ferent
AT SCHOOL	Specific areas of the school have specific smells: cafeteria, washrooms, nurs If you, as the teacher, notice that the child is not able to identify common smell him. This ability is valuable to him as he learns to travel alone. "You pass the ca the playground."		
	Talk about up, down, over, under, in front of, left and right. Spatial Relation Picture Cards (18) may be useful with children with some vision. Be sure to use the words often: "Dad is standing in front of you." "The ball is under the table."	Use words such as across, here, there, near, far, and around.	New w away, talked

LET'S WALK

3-Year-Old	4-Year-Old	5-Year-Old
Walk with your child. Point out new smells: leaves burning, pine from the trees, hay in the mow, gas at the filling station . . .	Answer any questions which the child may ask about smells.	
	Some smells identify seasons: apple blossoms in spring, burning leaves in the fall, charcoal grills in summer . . .	Pick out special smells: a rose and a lily, peanut butter and fish, hay and corn. Ask the child to identify each. Certain places have special smells: the bakery, fish market, gas station, hospitals, barns . . .
		Talk about the effects of air pollution and how the air smells different.

Specific areas of the school have specific smells: cafeteria, washrooms, nurse's office . . .

If you, as the teacher, notice that the child is not able to identify common smells, work with him. This ability is valuable to him as he learns to travel alone. "You pass the cafeteria to get to the playground."

Talk about up, down, over, under, in front of, left and right. Spatial Relation Picture Cards (18) may be useful with children with some vision. Be sure to use the words often: "Dad is standing in front of you." "The ball is under the table."	Use words such as across, here, there, near, far, and around.	New words such as towards, away, and opposite can be talked about.

LET'S WALK

	3-Year-Old	4-Year-Old	5-
I HOP		Play games in which the child is asked to hop to music or hop like an animal.	Pla chil righ
I SKIP			Ask his forv As him Ask han Play
WHAT DO I SMELL AT HOME	Talk with your child about what he smells as he walks around the house: cooking in the kitchen, fresh flowers, a fire in the fireplace, bleach and soap powder in the laundry, paint and turpentine in the work area . . .	Help the child recognize that certain smells identify certain areas: the smell of soap in the bathroom closet, the smell of meat cooking in the kitchen . . . Foods which your child eats can be identified by smells: peanut butter, apples, cauliflower . . .	Hel abo is a abo
		Point out smells that can warn him of danger: gas escaping, ammonia . . .	

S WALK

Old	4-Year-Old	5-Year-Old
	Play games in which the child is asked to hop to music or hop like an animal.	Play "Simon Says" (12). Ask the child to hop three times on his right foot.
		Ask the child to step forward on his right foot and hop; then step forward on his left foot and hop. As he feels comfortable, have him move more rapidly. Ask the child to skip to clapping hands or music. Play "Mother May I" (15).
your child about what s as he walks around e: cooking in the resh flowers, a fire in ace, bleach and soap n the laundry, paint and e in the work area . . .	Help the child recognize that certain smells identify certain areas: the smell of soap in the bathroom closet, the smell of meat cooking in the kitchen . . . Foods which your child eats can be identified by smells: peanut butter, apples, cauliflower . . .	Help the child recognize smells about the house. Any time there is a new or different smell talk about it with the child.
	Point out smells that can warn him of danger: gas escaping, ammonia . . .	

LET'S WALK

	3-Year-Old	4-Year-Old	5-Y
I JUMP	Have the child jump to the beat of a drum or music.	Have the child jump over low objects: log, rope, stick . . . Talk about the way animals jump. Have him jump like a frog, kangaroo, horse . . .	Tell an o as y hand
	Play "Jack in the Box." Use the child's name saying, "_____in the box." The child squats down. "_____jumps out of the box." The child jumps up.	Play "Jack be Nimble." Say, "Jack be nimble; Jack be quick. Jack jump over the candle-stick." When the child hears the word "jump," he jumps over an object.	Plac carp jump brigh child
I HOP		Have the child hold one foot and hop on the other while you hold his hand. At first you may have to help the child hold his foot. Explain that jumping on one foot is called hopping. When the child is able, ask him to hop without holding his foot.	Have lay ra
		Hold the child's hands as you move backwards. Have the child hop towards you.	Ask ject or a

ALK

	4-Year-Old	5-Year-Old
ump to the beat sic.	Have the child jump over low objects: log, rope, stick . . . Talk about the way animals jump. Have him jump like a frog, kangaroo, horse . . .	Tell the child to jump and touch an object above his head such as your hand. Keep raising your hand as he is successful.
Box." Use the ing, "_____in ild squats down. ut of the umps up.	Play "Jack be Nimble." Say, "Jack be nimble; Jack be quick. Jack jump over the candle-stick." When the child hears the word "jump," he jumps over an object.	Place pieces of rubber-backed carpet in a circle. Have the child jump from one to another. Use brightly colored carpet, so the child with some vision will see it.
	Have the child hold one foot and hop on the other while you hold his hand. At first you may have to help the child hold his foot. Explain that jumping on one foot is called hopping. When the child is able, ask him to hop without holding his foot.	Have the child play hopping relay races with friends.
	Hold the child's hands as you move backwards. Have the child hop towards you.	Ask the child to hop over an object on the floor such as a stick or a rope.

LET'S WALK

NUMBERS

3-Year-Old	4-Year-Old	5-Y
Talk about one,two, and three. Ask the child to give you one block, two sticks . . .	Have the child count objects to five. He can count on the counting frame. Also, have him count things around him: how many children are in the family, how many trees in the yard, how many lamp posts are along the street . . .	Cour first,
String two beads (20). Ask the child to put the same number of beads on the string.	Ask the child questions as he helps you: "How many plates are on the table?" "How many towels are in the wash?" "Get three spoons from the drawer."	Whe coun him: draw
Point out the number of objects around: "There are three glasses on the table." "You have one nose." "Step up two steps."		Ask orde
	Children enjoy playing with counting frames (21).	Play (22).
Sing nursery rhymes such as "One, Two, Buckle My Shoe" (23) or "Ten Little Indians" (24). Read *The Big, Happy 1-2-3* (25). Play with a Number Sorter (26).	Read *Sesame Street Book of Numbers* (27) and *The Happy Sturdy Book of Counting* (28).	Read *Ten* ((30).

WALK

	4-Year-Old	5-Year-Old
ne,two, and three. d to give you one ticks . . .	Have the child count objects to five. He can count on the counting frame. Also, have him count things around him: how many children are in the family, how many trees in the yard, how many lamp posts are along the street . . .	Count to ten. Play games using first, second, third . . .
eads (20). Ask the the same number of e string.	Ask the child questions as he helps you: "How many plates are on the table?" "How many towels are in the wash?" "Get three spoons from the drawer."	When teaching the child to count, use the things around him: his fingers, shirts in his drawer, his pets . . .
e number of objects There are three he table." "You have "Step up two steps."		Ask the child to put things in order: first, second, third . . .
	Children enjoy playing with counting frames (21).	Play with the Sequence Counter (22).
rhymes such as Buckle My Shoe" Little Indians" (24). *g, Happy 1-2-3* (25). Number Sorter (26).	Read *Sesame Street Book of Numbers* (27) and *The Happy Sturdy Book of Counting* (28).	Read *Chicken Little Counts to Ten* (29) and *Now I Can Count* (30).

LET'S WALK

1. Doll furniture, Creative Playthings.
2. *Good Times At Home;* Buer, Helen; Melmont; Copyright 1951.
3. *The Little House;* Burton, Virginia; Houghton Mifflin; Copyright 1942.
4. *Let's Play House;* Lenski, Lois; Copyright 1944.
5. *Everybody Has a House and Everybody Eats;* Green, Mary; Addison-Wesley; Copyright 1969.
6. *Let's Look Inside Your House;* Schneider, Herman; Addison-Wesley; Copyright 1946.
7. *Things Around the House;* Zim, Herbert; Morrow; Copyright 1954.
8. *Build Me A House;* Children's Record Guild.
9. *Let's Play House;* Golden Records.
10. *I Went For A Walk;* Lenski, Lois; Walch; Copyright 1958.
11. Can stilts.
12. "Simon Says"
    One child takes the part of "Simon." He gives the instructions to other children such as: "Simon says, "Jump up and down." The children follow Simon's directions only when he begins the statement with "Simon Says." If the leader (Simon) only says, "Hop on one foot," the children do not follow the directions. Any child who follows the direction is OUT. The object of the game is to be the last child playing. This child then takes the part of "Simon."
13. *What To Do When There's Nothing To Do;* Gregg, Elizabeth; Boston General Hospital Staff.
14. *Pre-Cane Mobility-Orientation Skills for the Blind,* Michigan School for the Blind.
15. "Mother May I"
    One child takes the part of "Mother." The others are the children. Mother stands at one end of the room, and the others stand across the room in a line. In turn, "Mother" instructs the children to move forward. She gives directions, such as, "John, you may take three baby steps," or "Betty, you may hop forward three times." Before moving forward the children must ask, "Mother, may I?" "Mother" says either "Yes, you may," or "No, you may not." The child then follows "Mother's" directions. If the child forgets to ask "Mother, may I?" he loses his turn. The object of the game is to be the first to reach "Mother." This child then takes the part of "Mother."

LET'S WALK

ACTIVITIES AND MATERIALS

16. Jump Board, Ideal Corporation.
17. Kiddie Bouncer, Educational Teaching Aids.
18. Spatial Relation Picture Cards, Developmental Learning Materials.
19. "Follow the Leader"
    One person (Leader) tells the children to perform an action such as walking around the table, hopping three times . . . All the children must follow the leader's instructions.
20. Colored Beads, Playskool Division of Milton Bradley Company.
21. Counting Frame, Playskool Division of Milton Bradley Company.
22. Sequence Counter, Creative Playthings.
23. *One, Two, Buckle My Shoe;* Haley, Gail E.; Doubleday and Company.
24. *Ten Little Indians;* Children's Press; Copyright 1969.
25. *The Big, Happy 1-2-3;* Bradfield, Joan and Roger; Golden Press.
26. Number Sorter, Creative Playthings.
27. *Sesame Street Book of Numbers;* Little and Brown Company, Copyright 1969.
28. *The Happy Sturdy Book of Counting;* Federico, Helen; Golden Press; Copyright 1969.
29. *Chicken Little Counts to Ten;* Frisky, Margaret; Children's Press; Copyright 1946.
30. *Now I Can Count;* The Lion Press; Copyright 1968.

GLOSSARY

Auditory Acuity: (Awareness)

The ability to receive and differentiate auditory stimuli (sounds). Child responds functionally to sound. (Valett, 22)

Blindisms:

Mannerisms which include rubbing the eyes, rocking, and swaying; some are no different than those displayed by the sighted child. When a child exhibits these mannerisms his attention should be diverted to activities more productive which will hold his interest.

Body Image:

Complete awareness of one's body and its possibilities of movement and performance. (Chaney, 134)

Educationally Blind:

Visual functioning at such a level that a person cannot develop his potential learning to capacity without special services and materials, i. e., braille, tactile aids, orientation and mobility service, etc.

Educationally Partially Seeing:

Visual functioning at such a level that a person cannot develop his potential learning to capacity without special services and/or materials, i. e., large-type, reader service, etc.

Fine Motor Activities:

Activities or output in which precision in small muscles is required. (Chaney, 135)

Gross Motor Activity:

Activities or output in which groups of large muscles are used and the factors of rhythm and balance are primary. (Chaney, 136)

Legal Blindness:

Visual acuity of 20/200 or less in the better eye after correction; or visual acuity of more than 20/200 if there is a visual field limitation of 20 degrees or less.

Legally Partial Seeing:

Visual acuity of 20/70 or less in the better eye after correction; or a visual field limitation.

Light Perception:

Ability to distinguish light from dark (Illinois Society for the Prevention of Blindness, 10)

Ophthalmologist-(Oculist)

A licensed physician—an M.D.—who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery when necessary or prescribing other types of treatment, including glasses. (Illinois Society for the Prevention of Blindness, 12)

Optician:

One who grinds lenses, contact lenses or glasses, and adjusts frames for glasses to the wearer.

Optometrist:

A licensed specialist in vision—an O.D.—trained in the art and science of vision care. Specializes in the examination of the eyes and the service and enhancement of vision. (Illinois Society for the Prevention of Blindness, 12)

Orientation and Mobility Training:

Orientation and mobility is a systematic method of instruction which can enable the visually handicapped person to understand his environment and travel safely and efficiently. Orientation answers the question of, "Where am I in relation to other people and things?" and mobility means moving from place to place not only independently but in a safe, effective, and socially acceptable manner. (Coordinating Committee of Services to Visually Handicapped Persons, 10)

Residual Vision:

Usable vision which cannot be described in numerical terms or acuity. Clinically, it can be described as vision ranging from light perception to object perception or finger counting, and which would be sufficient to enable the individual to discriminate and recognize visually suitable materials.

Self Care Skills:

Daily living activities such as washing your hands, brushing your teeth, and dressing.

Tactile Aids:

Educational materials or toys which have been especially designed to stimulate the tactual sense.

Tactile Discrimination:

The ability to identify and match objects by touching and feeling. (Valett, 18)

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Illinois Society for the Prevention of Blindness. *Definitions of Words Relating to Vision,* Chicago: (Author), n.d. (10-12)

Valett, Robert E., *The remediation of Learning Disabilities: A Handbook of Psychoeducational Resource Programs:* Palo Alto, California: Fearon, 1967. (18-22)

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Chicago Lighthouse for the Blind
1850 West Roosevelt Road
Chicago, Illinois 60608

Provides vocational and rehabilitation training, sheltered employment, preschool deaf-blind and blind programs, and college orientation; also maintains a low vision aid clinic.

Chicago Public Library
Books for the Blind and Physically Handicapped
4544 North Lincoln Street
Chicago, Illinois 60601

Circulates books in braille, talking books, magnetic and cassette tapes, large type and ceiling projected books for the visually and physically handicapped throughout the State of Illinois.

Eye and Ear Infirmary of the University of Illinois
1855 West Taylor Street
Chicago, Illinois 60605

Provides service for out/or inpatients suffering from diseases of the eyes, ears, nose, or throat.

Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

Offers free correspondence courses covering academic and vocational areas in braille and on tape.

Hope School
50 Hazel Lane
Springfield, Illinois 62706

Provides residential educational programs preschool through high school.

Illinois Congress for the Blind
1611 Chicago Avenue
Evanston, Illinois 60201

An organization which works for equal opportunities for the blind.

Illinois Department of Children and Family Services
524 South Second Street
Springfield, Illinois 62706

Illinois Department of Children and Family Services acts as an administrative structure to the following:

Community Services for the Visually Handicapped
Room 170
State of Illinois Building
160 North LaSalle Street
Chicago, Illinois 60603

Provides talking book machines and tape recorders and offers special information and counseling for the visually impaired.

Division of Child Welfare
528 South Fifth Street
Room 204
Springfield, Illinois 62706

Offers counseling to parents of visually impaired children.

Illinois Braille and Sight Saving School
658 East State Street
Jacksonville, Illinois 62650

Provides residential educational programs kindergarten through high school.

Illinois Visually Handicapped Institute
1151 South Wood Street
Chicago, Illinois 60612

Offers complete clinical and rehabilitative services for the legally blind residents of Illinois, ages seventeen on up.

Illinois Department of Public Aid
222 South College Street
Springfield, Illinois 62706

Provides medical and financial assistance depending upon eligibility and acts as a referral agency.

Illinois Department of Public Health-Vision Section
535 West Jefferson Street
Springfield, Illinois

Conducts vision screening and referral programs.

Illinois Federation for the Blind
P.O. Box 1336
Springfield, Illinois 62706

Promotes social, economic, and vocational activities through twenty local chapters and individual memberships.

Illinois Society for the Prevention of Blindness
220 South State Street
Room 412
Chicago, Illinois 60604

Provides information regarding preschool children's vision and assists in screening in all areas not served by Title VI, ESEA.

Midwest Center for Blind and Visually Impaired Veterans
Veterans Administration Hospital
Niles, Illinois 60141

Provides rehabilitation services for visually impaired veterans.

Office of Superintendent of Public Instruction
302 State Office Building
Springfield, Illinois 62706

The Office of Superintendent of Public Instruction provides the following services to the visually impaired.

Educational Specialist for the Visually Impaired
Department of Exceptional Children
1020 South Spring Street
Springfield, Illinois 62706

Serves as a consultant for educational programs and initiates planning and development, as well as act as a resource specialist to teachers and administrators.

Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

Provides basic educational materials for eligible visually impaired students preschool through college.

Superintendent

Administers educational programs for all students from age three through high school. The office acts as a resource for local services.

Director of Special Education

Person authorized by the school district or joint agreement of several districts to administer special education programs for all exceptional children providing information about local agencies and services, including parents' groups.

School Nurse-Public Health Nurse

Check with the local superintendent of schools or director of special education who can provide information concerning the local public or school nurse's office. Is a resource for local agencies which provide services for the visually impaired.

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